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ABSTRACT

This guide contains descriptions of 187 adult education resources/projects funded under Section 353 of the Adult Education Act. Included in the guide are descriptions of special demonstration projects emphasizing methods for educating adults with various special needs and descriptions of activities designed to train teachers to recognize and serve learning disabled adults who are illiterate or who read at below a fifth-grade level. The descriptions are grouped according to the following categories: adult education program management, adults with disabilities, competency-based adult education, corrections education, English as a second language, evaluation/assessment, family literacy, General Education Development programs, life skills, literacy, older persons, staff development, teacher training, teaching writing, technology, volunteers in adult education, and workplace literacy. Each description includes some or all of the following: project/resource title, project/resource description, source, cost, and ED number for those available from ERIC. ERIC and Division of Adult Education and Literacy (DAEL) Clearinghouse order forms are appended. (MN)

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ED 365 822

ADULT LEARNING & LITERACY

Clearinghouse

U.S. Department of Education • Division of Adult Education and Literacy • Washington, D.C. 20202-7240

A Guide to Special Demonstration and Teacher Training Projects

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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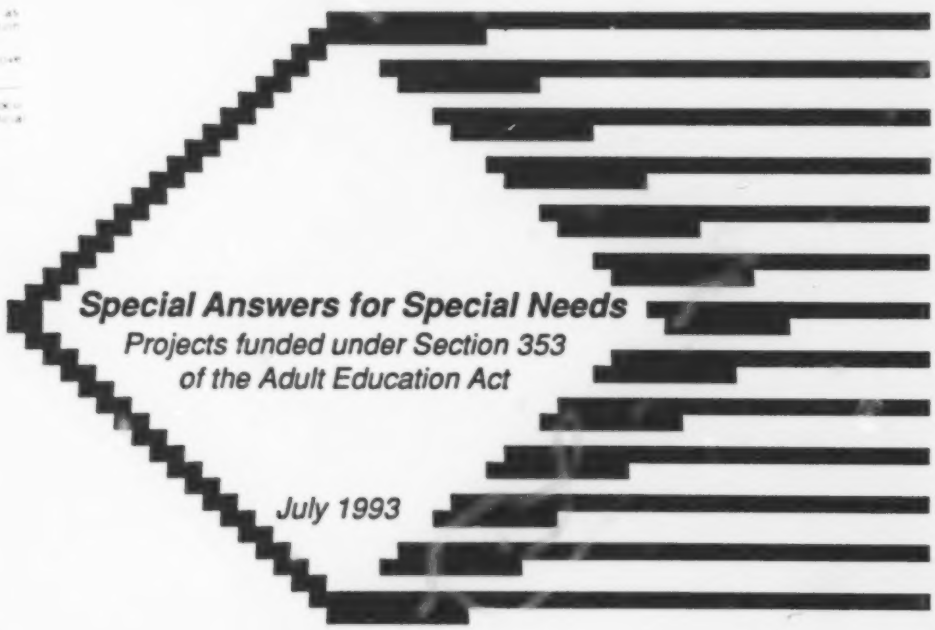

CE 065 450

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INTRODUCTION

A Guide to Special Demonstration and Teacher Training Projects: Special Answers for Special Needs is a compilation of adult education resources funded under Section 353 of the Adult Education Act. Special Demonstration projects and teacher training activities emphasize methods for educating adults with disabilities, homeless adults, and adults of limited English proficiency. Training activities place emphasis on training teachers to recognize and more effectively serve individuals with learning disabilities who are illiterate or have a reading ability below fifth grade level.

States must submit final reports and products to the U.S. Department of Education each year. All reports and products are reviewed and evaluated by staff members in the Division of Adult Education and Literacy, assisted by others as necessary. Based on established criteria, innovative and potentially adaptable projects are selected for the **Guide**. This updated version of the **July 1992 Guide** will provide information about those completed projects for others to use and adapt ideas that may be helpful to them.

We thank those project staffs and State Directors who developed, packaged and submitted their final reports and products on time to assist in the production of this publication.

◆ For ordering information see page ii, 101, and 103. ◆

HOW TO ORDER PROJECT MATERIALS

Information about items listed in **A Guide to Special Demonstration and Teacher Training Projects: Special Answers for Special Needs** may be obtained from sources indicated following each project abstract.

Materials available from the Division of Adult Education and Literacy Clearinghouse are identified by an asterisk (*). Single copies of the Clearinghouse entries are available free of charge from: The Division of Adult Education and Literacy Clearinghouse, 400 Maryland Avenue, S.W., Mary E. Switzer Building, Room 4428, Washington, D.C. 20202-7240; **To expedite your order, please include the Special Answers (SA) number when requesting materials.** **(See order form on page 103)**

Some projects are also available from the **Educational Resources Information Center (ERIC).** These projects have the notation, **Also available from ERIC...".** A copy of **ERIC's Order Form** is attached on page 101.

Projects that have two asterisks (**) are recent additions to the **Guide.**

If you would like additional information about the contents of this publication, contact:

Frances Littlejohn
U.S. Department of Education
Division of Adult Education and Literacy
Mary E. Switzer Building, Room 4428
Washington, D.C. 20202-7240
(202) 205-9289

◆ **See order forms on page 101 and 103** ◆

ABE CHILD CARE AND TRANSPORTATION SUPPORT SERVICES WORKBOOK

This workbook provides ABE program administrators a mechanism for developing an implementation plan to set up child care and transportation services for ABE students. Each chapter addresses a particular aspect of providing these services: surveying needs, identifying barriers, defining strategies, developing interagency coordination, and putting it all together in an appropriate, workable, community-based plan. At the end of each chapter, a worksheet is provided for completing suggested tasks. Readers are encouraged, at the conclusion of a chapter, to cut out the worksheet and use it to address needs, barriers, and strategies that reflect the local ABE program. This "learn-by-doing" approach should result in an implementation plan, unique to the local program, that addresses the provision of support services to ABE students.

Available from:

Judy Traylor
Northeast Texas Community College
P.O. Box 13007
Mt. Pleasant, TX 75455

Cost: $6.50

ADULT DEVELOPMENT - WHAT DO TEACHERS OF ADULTS NEED TO KNOW?

This Florida Atlantic University publication outlines eight adult development models based on the theories of Maslow, Rogers, Kohlberg, Nelson, Erickson, Levinson, Loevinger, and Piaget. Stages of each model are clearly presented for use by adult education instructors.

(*)SA-002

MARKETING YOUR ADULT LITERACY PROGRAM MANUAL

The "New York-You Can Read" campaign is designed to enable adult educators to market their services better and to reach students who are not currently served. This "how to" manual has been used as part of a two-day workshop, but is also instructive for any adult educator planning a literacy campaign. It covers the basics of marketing, planning a marketing campaign, identifying resources, and evaluating the effort.

(*) Materials available from the Division of Adult Education and Literacy (DAEL) Clearinghouse
(**) Recent additions to the Guide

(Marketing Your Adult Literacy Program Manual, Continued)

Available from:

ERIC Document Reproduction Service
7420 Fullerton Road, Suite 110
Springfield, VA 22153-2852
1-800-443-3742
(703) 440-1400

Order No. ED 290873

MOTIVATION

This manual was developed to assist adult education and literacy programs in implementing and expanding services to the adult learner. Included in the manual are competency-based adult education learning guides for instructors to set up a motivational training course for ABE students. Seven topics of interest are included: values, goal setting, communication and listening, attitudes and job behavior, employability skills, stress management, and decision making. Pre- and post-tests are included in each learning guide. Suggested motivational films and videos are also included.

SA-004

PROJECT MAPP MANAGEMENT MANUAL

The purpose of the Project Mapp (Maryland Adult Performance Program) Management Manual is to provide program personnel with a reference tool to assist in developing and implementing a process of competency-based adult eduction (CBAE) in adult basic education (ABE) programs. This manual not only addresses program components that are important to managers, but student related activities that are essential to both managers and instructors who provide CBAE. The first chapter (RATIONALE) presents adult learner characteristics and the reasons why a CBAE approach is preferable to a conventional adult education approach. The second chapter (PROGRAM COMPONENTS) discusses essential concerns. Chapter III (STUDENT ACTIVITY FLOW) focuses on the management of student related activities from program intake, through instruction, to exit using a CBAE approach. The fourth chapter program is expected to fulfill during the piloting phases. Finally, Chapter V (APPENDICES) provides additional resource information including a glossary, bibliography, the Project MAPP Implementation Plan, and a directory of Project MAPP personnel.

(Project Mapp (Maryland Adult Performance Program) Management Manual Continued)

Available from:

Jacqueline Brown-Baxter
Specialist in Adult Education
Maryland State Department of Education
200 W. Baltimore Street
Baltimore, MD 21201

Cost: $15.00 Note: Manual revisions will be forwarded at no cost

STRATEGIES FOR SUCCESS: A STUDY ON ABE STUDENT RETENTION

The study was conducted by Coastal Carolina Community College in Jacksonville, N.C. This summary of the 125-page report contains: A project overview, literature review, survey conclusions, implications of the study, retention strategies and recommendations, and a bibliography. 33 pages.

Available from:

ERIC Document Reproduction Service
7420 Fullerton Road, Suite 110
Springfield, VA 22153-2852
1-800-443-3742
(703) 440-1400

Order No. ED 290952

STRENGTHENING AND DEVELOPING GED ALUMNI ASSOCIATIONS

A final report in the form of a 'How to organize a GED Alumni Association' was developed by using various community organizing techniques with the aid of an Adult Education Coordinator and VISTA Volunteers. This product is from Washington and Greene Counties of Waynesburg, Pennsylvania.

(*)SA-008

ADULTS WITH DISABILITIES

ABE/GED PROGRAMS FOR DISABLED ADULTS

The purpose of this project was to develop a handbook for literacy tutors and instructors who teach adults with disabilities. The handbook is a compilation of information about various handicapping conditions and suggestions for working with students who have disabilities including those with hearing acuity problems, visual impairments, speech and language impairments, learning disabilities, orthopedic impairments, and epilepsy. The handbook also includes a directory of resources and a bibliography.

Available from:

Ilse Lauerson Hontz
Project Administrator
Library for the Blind and
Physically Handicapped
919 Walnut Street
Philadelphia, PA 19107
(215) 925-3213

Cost: $5.00

ADULT EDUCATION PROGRAM FOR MENTALLY RETARDED ADULTS

The project developed a curriculum for mentally retarded adults enrolled in adult basic education. The curriculum provides guidelines in general functional skills and independence, academic skills, and personal qualities. Both the curriculum and a final report are available.

Available from:

ERIC Document Reproduction Service
7420 Fullerton Road, Suite 110
Springfield, VA 22153-2852
1-800-443-3742
(703) 440-1400

Order No. ED 288088

BRIDGING THE GAP

This project was designed to meet the unique literacy needs of developmentally disabled adults. **'Bridging the Gap'** provided literacy training to developmentally disabled adults who were competitively employed through a locally supported employment program. Many of these individuals were not successful on the job because they lacked the necessary academic skills to perform their job responsibilities. The on-the-job teacher (OJT) model is the core component of Bridging the Gap. It serves as the bridge between employees, employers, job coaches and adult basic education teachers by providing instruction at the job site in academic, social and/or independent living skills necessary for job success.

A manual is available that provides instructional goals, learning objectives and sample learning activities that were developed for use in classes targeted to support employees.

(*)SA-1502

Also available from:

Rory Morris-Richardson
Pinellas County Schools
P.O. Box 2942
Largo, FL 34649-2942
(813) 588-6007

Cost: Free of charge

CHALLENGE AND CHANGE

The purpose of this project was to prepare a guide and manual to train adult education instructors on techniques and approaches to use when teaching deaf adults. The guide and manual cover a variety of topics including the major differences in teaching deaf adults from other adults, how to develop language and communication skills, and the role of the interpreter in the classroom. A Guide and Manual entitled "Adult Education: The Deaf Experience" and the overheads to accompany both are included.

Available from:

The National Academy
Gallaudet University
800 Florida Avenue, N.E.
Washington, D.C. 20002
(202) 651-2096 (Voice/TDD)
Cost: $20.00

CHARACTERISTICS AND INSTRUCTIONAL STRATEGIES FOR ADULTS WITH LEARNING DISABILITIES

This project has two purposes: (1) to develop instructional videotapes combined with print materials which will familiarize viewers with the traits and behaviors typically found among adults with moderate to severe learning disabilities and (2) to develop instructional videotapes combined with print materials which will familiarize viewers with methods for accommodating or compensating for the presence of learning disabilities among adults. The intent of the project was to help instructors in Adult Basic Education/ G.E.D. programs to work more effectively with their adult students who possess moderate to severe learning disabilities. Two 1/2 inch 30 minute color videotapes with printed materials are available to assist the instructors.

Available from:

Susanna Gilbert or Michael O'Conlin
ABE Project
College of Education
University of New Mexico
Albuquerque, NM 87130
(505) 277-6453

Cost: $12.00

(**)CLIENT MENTAL HEALTH ISSUES

The purpose of this project was to address the growing need for ABE instructors to understand the special needs for clients suffering from mental health problems. An Adult Education and Job Training Center in Lewistown, Pennsylvania implemented four

workshops which provided training on crisis situations, suicide threats and attempts, issues in mental health, substance abuse and violence. A report derived from this implementation contains four training outlines reflecting the content of the four workshops and documents the entire project.

(*)SA-1505

(**)CURRICULUM DEVELOPMENT FOR THE DEAF ADULT BASIC EDUCATION LEARNERS

The Deafness Education Advocacy Foundation (D.E.A.F.) developed a comprehensive cultural curriculum on three subject areas: **(1) Living with Loss, (2) Communication, and (3) Law and the Deaf.** These topics were based on feedback from the deaf community, extensive networking within the deaf community and with professionals in the field of adult basic education. The curriculum was designed as a tool to expand the opportunities for **Curriculum Development for the Deaf Adult Basic Education Learners, Continued....**

deaf adults to increase their English literacy skills and simultaneously develop critical thinking skills based on real world information. This curriculum will be useful for adult educators and literacy providers instructors of deaf adults.

Available from:

Marilyn Dodge
Deafness Education Advocacy Foundation
104 East Seventh Place
St. Paul, Minnesota 55101-2004
(612) 296-7393 TTY or Voice

Cost: Each curriculum is $45.00

(**)DEAF ADULT LITERACY TUTOR HANDBOOK

This project developed by the Pennsylvania School for the Deaf produced a Tutor Training Handbook to meet the needs of
tutors working with the deaf adult literacy students. The handbook has been used as part of a training program and focuses on the unique needs of the deaf adult. It contains teaching strategies and lists other materials helpful in working with the deaf adult learner.

The Deaf Literacy Handbook will be useful to individuals working with deaf adult literacy students, and is available to any individual or agency currently providing or requesting information about literacy services to deaf adults.

(Deaf Adult Literacy Tutor Handbook, Continued)
Available from:

Gail Bober
Director, Center for Community
and Professional Services
The Pennsylvania School for the Deaf
100 West School House Lane
Philadelphia, PA 19144
(215) 951-4718 (Voice/TDD)
(215) 951-4708 FAX

Cost: Each handbook is $10.00

(**)DEAF LITERACY PROGRAM

The purpose of this project at Brown University in Providence, Rhode Island, was to address the educational needs of deaf and hearing impaired adult learners. Instruction focused on improving deaf adults' skills in the use of print and print media in communication and self-expression, gathering information, and accessing community and employment related resources. Program structure and design stemmed from the idea that sign language is an independent language of the deaf which carries an independent deaf culture. Classes were based on a model of bilingual education; the teachers were deaf-native speakers of American Sign Language, and provided all instruction in sign language.

The results of this project are available in the form of a working paper which discusses the appropriate instructional strategies and materials which will be useful to teach deaf and hearing impaired adult learners.

(*)SA-1503

(**)PRACTICAL APPLICATIONS OF ALTERNATIVE TEACHING METHODS

This project, conducted by Reading Area Community College in Reading, Pennsylvania, used alternate teaching methods in small-group teaching situations to enable learning disabled students to find practical success in reading, writing and math skills. The project also helped learning disabled students to develop self-esteem and provided a positive learning environment where GED achievement became a realistic goal for those who felt it was not possible in the past.

The method and results of this project are described in the final report. This project will be useful for adult educators and literacy programs, or other groups in offering aid or assistance with their learning disability students.
(*)SA-1504

PROJECT UPGRADE: WORKING WITH ADULTS WITH LEARNING DISABILITIES

This project was designed to conduct a series of workshops for ABE/GED facilitators to prepare them to assist students with reading problems and learning disabilities. The project developed a 93-page resource manual which includes current literature on adults with learning disabilities, analysis of test commonly used in ABE programs and other test pertinent to adults with learning problems, resources and materials, behavioral characteristics of learning disabled adults, learning styles and theory, remediation techniques and intervention theory.

AD-12 (clearinghouse)

**REAL LIFE READERS: SHORT STORIES FOR THE MENTALLY DISABLED READER

This project, conducted by the Elwyn Southeast Rehabilitation Center in Pennsylvania, addresses the adult basic and literacy needs of the mentally disabled population. They are among the most motivated participants in ABE/Literacy programs, yet, these students do not have sufficiently appropriate reading materials for their age or life needs.

The project produced a two-volume anthology of short stories: **Book One - At Home** and **Book Two - Going to Work**. The Teacher's Guide contains all of the stories, worksheets and analysis and structure for each story.

Available from:

Mary Kay Peterson
Elwyn Southeast Rehabilitation Center
111 Elwyn Road
Elwyn, PA 19063
(215) 891-2220
(215) 891-2452

Cost: $5.00 which includes two volumes of stories and teachers guide with worksheets.

STRATEGIES FOR TEACHING ADULTS WITH LEARNING DISABILITIES

The purposes of this project were to develop materials and a screening instrument to determine if characteristics common to those with learning difficulties are present in adults in ABE programs and, if so, to prescribe specific materials and methods known to be successful in instructing such individuals. The project focuses on reading from zero to fourth grade level. The Screening Test for Adult Learning Difficulties (STALD) is designed to be administered by supervisors, adult education teachers, or volunteer tutors within a time frame of 35 to 45 minutes.

(Strategies for Teaching Adults with Learning Disabilities, Continued)

The products developed include a Handbook containing the Screening Test for Adults with Learning Disabilities, instructions, interpretation of test results, remediation charts, and instructional resources. a video tape of administration of the STALD and a video tape of a lesson using the Basic Angling Practice Book curriculum are also included.

Available from:

Jackie Denyer
Clearinghouse Project Director
Center for Adult Literacy and Learning
Texas A&M University
College Station, TX 77843
(409) 845-6615

Cost: Cost of reproduction

TEACHING CEREBRAL PALSY ADULTS: A TUTOR TRAINING MANUAL

Tutors and instructors of adults are generally not trained to teach adults with cerebral palsy who have unique learning problems. This training manual, developed by 'Project LEARN' staff in Denver, Colorado will assist adult education instructors in teaching adults with cerebral palsy. It includes information on what cerebral palsy is and how to relate to persons with cerebral palsy, how to understand their unique needs, how to assess adults with cerebral palsy, and how to use an appropriate curriculum.

(*)SA-1501

COMPETENCY-BASED ADULT EDUCATION

COMPETENCY-BASED ADULT EDUCATION CURRICULUM & TRAINING ADULT BASIC EDUCATION, ADULT HIGH SCHOOL COMPLETION

Brevard Community College in Florida has developed and revised since 1985 a comprehensive instructional program that incorporates State mandated subject area competencies into CBAE & CBABE models. Components of this CBAE program can be adopted as a total package or modified to suit local program needs. The curriculum is on IBM computer diskettes for loan to make duplicates. The following manuals can be purchased.

(1) CBAE Management Guide for Administrators, Teachers, Counselors is used as a primary resource for training those new to CBAE as it relates to administrative management of the program (1985 ed.).

(2) CBAE Student Services Guide is used in training counselors and teachers (1985 ed.).

(3) CBAE Classroom Management Guide is used in training the teacher or facilitator in CBAE learning procedures and classroom management (1986 ed.).

(4) CBAE Level I & II Manual is used for training on CBAE and implementation of the CBABE Curriculum (1988 ed.)

5. CBAE High School Curriculum includes 42 high school credit courses separated into .5 credit units. These courses are on IBM computer diskettes (WordPerfect 5.1) and are available for loan to make duplicate copies. (Revised 1989-91 to meet the at-risk adult student's needs).

(6) CBAE Teacher/Facilitator Instructional Manual provides additional resources and tips on instructional techniques for each course. It is divided into Language Arts, Social Studies, Science, Mathematics, and Electives sections. (1991 ed.).

(7) CBABE Curriculum is divided into modules for Reading, Writing, and Math for Level I (0-5.9) and Level II (6.0-8.9) modules for Reading, Writing, Math, Science, Social Studies, Health and Consumer Education. Available for loan on IBM computer diskette, Word Star 4.0. Reading, Writing, and Math at levels I & II to be revised during 1991-92 and placed on IBM WordPerfect 5.1.

(Competency-Based Adult Education Curriculum & Training Adult Basic Education, Adult High School Completion Continued)

Available from:

Elizabeth Singer
Brevard Community College
1519 Clearlake Road
Cocoa, FL 32922
(407) 632-1111 ext. 3180

Cost: Manuals (1,2,3) $3.00 each plus $1.25/postage/handling
Manual (CBABE) Level 1 & II - $5.00 plus $1.00 postage
Diskettes Loan: CBAE - $12.00 - covers postage/insurance
Diskettes Loan: CBABE - $10.00 - covers postage/insurance

IDEAS THAT WORK: ABE ACTIVITIES AND RESOURCES FOR COMPETENCY BASED ADULT BASIC EDUCATION.

Ideas That Work was prepared by the Oregon CBE Curriculum Committee to aid in the exchange of ideas among instructors. This publication contains lesson plans and resources which have been effective both for instructional purposes and for providing fun group interaction. Topics include: consumer economics, community resources, health, occupational knowledge, government, law, computation, writing, communication, and learning to learn. This project is an unfinished collection and it includes a form for instructors to submit ideas for future publication.

(*)SA-1400

CORRECTIONS EDUCATION

A HANDBOOK FOR ESTABLISHING ADULT EDUCATION PROGRAMS IN COUNTY JAILS OF TEXAS

The purpose of this project was to develop a handbook to help adult education administrators plan ABE programs in county jails. The handbook covers the steps required to plan and implement an adult education program including assistance in developing a student-centered curriculum. The handbook lists twelve steps required to establish an ABE program in a county jail.

This curriculum is diverse and incudes items that students say they want and need. Subjects covered include job training, problem solving, drug abuse, interpersonal relationships, and consumer education.

Available from:

Doretha King
Coordinator of Adult Education
American Education Complex
Central Texas College
P.O. Box 1800
Killeen, TX 76540-9990
(817) 526-1120

Cost: Free of charge

TEACHING THE HARD-TO-REACH: WORKING WITH RELEASES AND PROBATIONERS

The project assessed the needs of releases and probationers and identified effective ways of serving this clientele in adult education programs. A Handbook for Adult Educators was developed.

(*)SA-100

(**)A WRITING/COMMUNICATIONS CURRICULUM FOR INCARCERATED ADULTS

A Writing/Communications Curriculum for Incarcerated Adults was developed by the Schuylkill Intermediate Unit #29 in Mar Lin, Pennsylvania. The main goal of the project was to improve writing and communication skills by using community service as a motivation. Inmates enter the program with the intention of contributing to the publication of a handbook composed of their original writings. The curriculum encourages inmates who have drug and\or alcohol problems to reach out to at-risk youth by sharing their experiences, and seeks to demonstrate that proper writing can be used to help society. The curriculum includes a set of lesson plans, sample recruitment flyer, self-evaluation and community service surveys, and sample stories written by inmates. A copy of the handbook **Learn from Us**, written by the inmates, is also available.

Available from:

AdvancE Resource Center
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333
(717) 783-9192
(800) 992-2283 in Pennsylvania only

Cost: For loan only

ENGLISH AS A SECOND LANGUAGE (ESL)

ABE EDUCATOR'S HANDBOOK

The Nevada ABE Educator's Handbook is a compilation of reports from participants who attended national, State, and regional workshops and conferences on teaching English to limited English proficient adults. Topics such as multicultural awareness, student needs assessment, classroom activities, bilingualism, learning disabled, and concerns of the profession are presented.

(*)SA-200

(**)ABE/ESL ASSESSMENT PROJECT

The Northwest Regional Educational Laboratories, Portland, Oregon, as part of the process of developing an assessment system under contract for the Washington State Adult Basic Education/English as a Second Language programs, prepared three products: **Annotated Bibliography, Results of Field Research,** and **Summary Report.**

The **Annotated Bibliography on ABE/ESL Assessment** is divided into four sections and one appendix. The first section is a review of the materials found through the Educational Resources Information Center (ERIC) and Northwest Regional Educational Laboratories (NWREL) and received from professional organizations in the field. Sections two, three, and four are updated bibliographies
on alternative assessments. In addition, an annotated bibliography taken from the **Information Update, Vol. 4, No. 4** published by the Literacy Assistance Center in New York is included in the appendix.

(*)SA-224

RESULTS OF FIELD RESEARCH ABE/ESL ASSESSMENT report is part of the assessment model development process model for Washington State Adult Basic Education (ABE) and English as a Second Language (ESL) programs. The report describes the results of interviews with key players, Focus Group Discussions, and a Questionnaire Survey. Representatives from the Office of Adult Literacy, the Job Training and Partnership Act Program, State

Board for Community and Technical Colleges, and the Job Opportunities and Basic Skills program were interviewed. Focus

(ABE/ESL Assessment Project, Continued)

Group discussions were on current assessment practices, needs, and issues/problems at intake, and at the classroom and program levels. Individuals who responded to the Questionnaire Survey included adult learners, teachers, volunteers, and administrators.

(*)SA-225

SUMMARY REPORT: ABE/ESL ASSESSMENT PROJECT report includes findings concerning a statewide assessment system for accountability and recommendations for integrating assessment models with instruction.

(*)SA-226

ADULT EDUCATION ESL SELECTORS GUIDE: INSTRUCTIONAL RESOURCES FOR LIMITED ENGLISH SPEAKING ADULTS

The manual is intended to serve the needs of adult ESL instructors and supervisors. The Selector's Guide is a Catalog of Adult Education ESL materials, including information on literacy, citizenship, and life coping skills. The catalog is divided into three sections. Section I consists of evaluations of 27 instructional systems. Section II has evaluations of 148 supplementary materials. Each evaluation includes a checklist of skills and general information, and a narrative section describing the lesson format, content, and overall evaluation. Field test information for the materials is found following the evaluation of the specific title: Section III contains appendices and includes a list of publishers, video teacher training programs, video and computer instructional programs, citizenship materials, ESL testing materials, and an outline of native language literacy.

Available from:

Mark M. Wash
Texas A&I University
Center for Continuing Education
Campus Box 147
Kingsville, TX 78363
(512) 595-2861

Cost : $10.00

Also available from ERIC, Order No. ED 305514

ADULT ESL INSTRUCTION: A CHALLENGE AND A PLEASURE

The orientation guide for ESL teachers, developed at Florida Atlantic University, includes an introduction to ESL for adults, a history of ESL instruction, the context and content of teaching ESL, preparing lesson plans, teaching the multilevel class, and assessing ESL students. In addition, teacher self-rating, and textbook evaluation checklists are included in the appendices.

(*)SA-201

Also available from ERIC, Order No. ED 288074

ADULT ESL SUGGESTED MATERIALS LIST, 1990

This annotated bibliography contains recommended titles of materials of general purpose ESL, English for Specific Purposes, Academic ESL, teacher resources, a listing of publishers' addresses, professional organizations, and journals.

Available from:

Tatiana Davidson
Adult Learning Resource Center
Illinois ESL Adult Education
Service Center
1855 Mt. Prospect Road
Des Plaines, IL 60018
(708) 803-3535

Cost: $11 (Prepaid)

ADULT ESOL CURRICULUM DEVELOPMENT PROJECT GUIDE

Palm Beach County, Florida administrators, specialists, teachers, and consultants developed an English to Speakers of Other Languages (ESOL) curriculum guide. This comprehensive curriculum has information on the following topics: ESOL Curriculum Frameworks; Student Competency Checklists, Curriculum Use and Evaluation; Native Language Literacy; ESOL Placement and Promotion Tests; Specialized Guides; ESOL Literacy; ESOL Survival/Coping Skills; Pre-GED; ESOL at the Workplace; Vocational ESL; Teaching ESOL Citizenship; ESOL Testing Overview; ESOL Materials Overview; and Teacher Training.

(*)SA-217

AMERICAN HOLIDAYS

This guide was developed at the Dona Ana Branch Community College, New Mexico State University, Las Crucas, to teach students of English as a second language about American holidays. In this guide, each holiday, major customs, who celebrates the holiday and how, and the significance of the holiday to U.S. history are covered. The units in the guide are divided into two sections: advanced beginning and advanced.

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Order No. ED 295483

BRIDGES TO ACADEMIC WRITING

Oakton Community College in Des Plaines, Illinois developed a special composition course, Bridges to Academic Writing, to help high intermediate level adults of limited English proficiency make the transition from survival skills to college level ESL composition courses. The course is designed to instruct students on academic life and ease their adjustment to it. The authors recommend that the materials be used in conjunction with a grammar text. The composition exercises progress step by step from recognition to controlled writing to independent writing. Students are taught basic sentence patterns before moving into paragraphs. The course content includes four units: Simple and Compound Sentences, Basic Complex Sentences, Getting Ready to Write Paragraphs and Composing Paragraphs. Units 3 and 4 on Getting Ready to Write Paragraphs and Composing Paragraphs were field tested and revised as the result of the testing. Some of the topics included in the four units are: The First Day of Class, Rules and Expectations of Instruction, Classroom Conduct, Study Habits, and Student Services.

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Order No. ED 318227

CAPITALIZING ON CULTURE THROUGH COMPETENCY-BASED ADULT EDUCATION

This 62 page document, developed by Polk County Adult and Community Education program in Florida. It was designed to (l) update existing Competency-Based Adult Education (CBAE) learning guides to correspond to current textbooks, (2) train adult education instructors to recognize and capitalize on cultural diversity in the classroom, and (3) develop learning activities for Hispanic, African American, Jamaican, and Haitian students that correlate to expected outcomes specified in the curriculum frameworks of Adult Secondary education (ASE) courses such as English, Social Studies, Mathematics, Science, and Business.

(*)SA-218

A COMPETENCY BASED PRE-VOCATIONAL ENGLISH AS A SECOND LANGUAGE CURRICULUM GUIDE

The Catholic Charities, Harrisburg, Pennsylvania developed competency-based pre-vocational English as a second language curricula guides for adult students who need English speaking and listening skills to obtain and maintain employment. Two curricula guides were developed: beginning and intermediate levels. Each of the curricula guides focus on units that relate to basic and life skill competencies, such as transportation, shopping, and starting a job. Each unit emphasizes grammar, job skills, and teacher resources. In addition to the annotated bibliography, a list of publishers is included in the guide.

(*)SA-204

COMPREHENSIVE ADULT STUDENT ASSESSMENT SYSTEM (CASAS)

The CASAS staff surveyed the local ABE and literacy programs in California that use the CASAS materials to determine the literacy needs of their students. From the responses received, the CASAS staff developed a series of performance-based student assessment tests in reading and math with life skills content. Both the reading and the math tests are available for ABE and ESL students a: the beginning, intermediate and advanced levels.

Available from:

CASAS
2725 Congress Street, Suite 1-M
San Diego, CA 92110
(619) 298-4681
FAX: (619) 298-9635

(CASAS, Continued)

COST: $ 2.50 to review an individual test booklet
$35.00 for a set of 25 tests
$55.00 for five copies of an entire test series

(**)THE CULTURAL LITERACY HANDBOOK

The Handbook was produced by the South Hills Literacy Improvement Center, Bethel Park School District in Pennsylvania, it is designed to assist limited English proficient students with understanding and using American idioms. The 110 American idioms are grouped according to their most common use: business, personal, or general situation. At the top of each page is a sentence using an idiom and an illustration of what the idiom **seems** to mean. At the bottom of the page is an illustration of what the idiom **really** means, and a sentence for the student to complete using the idiom.

Based on the results of field tests, it was determined that the limited English proficient students who would most benefit from the use of this book are those who have higher than a very basic knowledge of English because they need to be able to understand the explanations of the idioms. Suggestions on how to use this handbook are provided in the text.

(*)SA-229

DETERMINING READING LEVELS FOR NON-NATIVE SPEAKERS OF ENGLISH

The Adult Educational Development Department of William Rainey Harper College in Palatine, Illinois with the cooperation of staff at the Illinois Adult English as Second Language Center engaged in a research project to conduct correlation studies between adult ESL and adult basic education reading tests. The major goal of the project was to determine reading levels for non-native speakers of English for purposes of reporting progress to employers and funding agencies.

The College of Lake County, Elgin Community College, Oakton MONNACE, and the ESL Program of Township High School District 214, along with William Rainey Harper College, were the sites where combinations of four test were administered to adult students. The four tests used for the study were: Tests of English Proficiency Level (TEPL)-ESL, English Language Skills Assessment (ELSA)-ESL, Test of Adult Basic Education (TABE)-ABE-GED, and the Adult Basic Learning examination (ABLE)-ABE-GED. The project established a framework for additional research in the assessment of reading comprehension. The report describes the methods, subjects, activities, and findings of the study.

(Determining Reading Levels for Non-Native Speakers of English, Continued)

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Order No. ED 318289

ENGLISH AS A SECOND LANGUAGE CURRICULUM GUIDE

This guide was developed by the Horry County School District Adult Education Center in Conway, South Carolina. If offers a wide variety of activities that students on various levels can do simultaneously. The guide is designed for new and experienced teachers who work in multi-level class settings. Teaching methods described are accompanied by illustrative worksheets. Topics in the guide include: Spelling Tests, Dictations, Cloze Exercises, Dialogues, Grammar, Reading, and Poetry.

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(**)ENGLISH AS A SECOND LANGUAGE FAMILY LITERACY PROJECT

The North Kansas City Adult Basic Education English as a Second Language program designed this guide to enhance opportunities for basic literacy instruction for immigrant families. The guide was developed to provide instructional techniques and curricula to use with adult ESL students and families. Included in the guide are detailed lesson plans for beginning, intermediate, and advanced level students. The lesson plans are based on published curricula. In addition, a list of suggested materials is provided.

(*)SA-233

ENGLISH AS A SECOND LANGUAGE LITERACY HANDBOOK

This Handbook was developed by Chester County Opportunities Industrialization Centers, Inc. in Pennsylvania to provide instructional techniques and curricula to be used with Limited English Proficient adults who are neither literate in their native language nor in English. Four levels of ESL instruction that covers such topics as verbs, grammar, word order, and functions are discussed. In addition, information on proficiency levels, assessment, curriculum, and lesson plans are addressed.

(*)SA-221

ENGLISH AS A SECOND LANGUAGE PACKAGE

Mid-State Literacy Council in State College, Pennsylvania developed a training package to teach volunteers to tutor students in English conversational skills. The package includes three products: Tutor Training Guide, Tutor Handbook, and a video tape of English as a second language instructional methods.

The English as a Second Language Tutor Handbook gives an introduction to teaching English as a second language and intercultural communication. Topics in the handbook include setting goals and objectives, planning a lesson plan, and tutorial activities. The English as a Second Language Tutor Training Guide outlines a systematic method of training volunteers to tutor non-English speakers. Tutoring techniques and ESL teaching materials are highlighted in this guide. (The video tape is not available from the Clearinghouse on Adult Education and Literacy.)

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Order No. ED 332554

ENGLISH AS A SECOND LANGUAGE SPELLING GUIDE

This guide was developed by Mt. Hood Community College ESL staff in Oregon to provide volunteer tutor training for native Spanish speaking adults. The materials in this guide focus on how to teach spelling and pronunciation. Information on tutor's assessment, lesson plan format, sample lessons, and cultural differences are presented in the handbook.

(*)SA-219

ENGLISH AS A SECOND LANGUAGE TEACHER TRAINING HANDBOOK AND MANUAL

The Handbook for Teaching English as a Second Language in Adult Education Programs includes a curriculum guide, teaching activities, suggested materials list, sample placement tests, a communication competency checklist, a professional reading list, and an overview of second language acquisition theory.

The Training Manual for ESL Teacher Trainers is to be used as a resource guide for conducting ESL in-service or pre-service teacher training. Annotated listings of professional reading materials, teaching videos, and related handouts are included in the manual.

Available from:

M. Judith Crocker
Adult Basic Education
Lakeside Administrative Center
1440 Lakeside
Cleveland, OH 44114
(216) 523-8484

Cost: Handbook $8.00
Manual $5.00

ENGLISH IN THE WORKPLACE FOR LIMITED ENGLISH PROFICIENT ADULTS

This manual, developed by Fairfax County Virginia Public Schools, Office of Adult and Community Education, describes the steps necessary to establish an English in the workplace program for custodial workers. The manual provides a curriculum, reproducible hands-on classroom activities, sample lesson plans, fliers, and questionnaires. In addition, it offers general and specific resources for teachers to use with limited English speakers.

Available from:

Virginia Commonwealth University
Adult Education and Literacy Resource Center
1015 W. Main Street, Box 2020
Richmond, VA 23284-2020
(800) 237-0178

Cost: $9.50

ESL FOR THE FAMILY CURRICULUM GUIDE

The guide was developed to serve Hispanic parents and their children in rual Clackamas County, Oregon. It addresses topics such as teaching English to Hispanic parents, preparing thie pre-school children for school, and developing literacy in the home. Techniques for teaching parents using a competency-based approach are described in addition to techniques for teaching children. Ten modules on family-related topics and activities for selected holidays are presented. Sample exercises and worksheets are included in the appendices.

(*)SA-216

ESL TUTOR TRAINING GUIDE

Portland Community College in conjunction with contributors from Lane, Chemekata, and Clakama Community colleges, and Oregon State University developed a guide for use in training volunteer ESL tutors. The guide includes five modules: (1) Getting to Know the ESL Student; (2) Total Physical Response; (3) Pronunciation; (4) Conversation Skills; and, (5) Literacy for ESL students. Each module includes an outline, a checklist and a script for the trainer and masters for handouts and overhead transparencies to be used during training. The modules can be used independently or in any combination. Each module represents one hour of training.

Available from:

Linda Foote
Office of Community College Services
700 Pringle Parkway, SE
Salem, OR 97310
(503) 378-8515

Cost: $9.50 for all five modules

THE FAMILY LEARNING FOR LIMITED ENGLISH PARENTS AND PRE-SCHOOL CHILDREN: AN INTERGENERATIONAL APPROACH

The Handbook, produced by the Michigan Plymouth-Canton Community Education, is designed to allow non-English Speaking pre-schoolers and their parents to study English language skills. The Handbook contains lesson plans for children and for the adults. The lessons contain objectives, materials, and activities for two 15-week sessions. Guidance in and exposure to a new community and culture are the focus of the activities in the Handbook.

(*)SA-208

A FIELD GUIDE FOR LITERACY

This Guide, developed at Northampton Community College in Pennsylvania, is a manual for teachers and tutors that provides specific lesson plans for teaching life skills and literacy to adult beginning readers and English as Second Language students. The guide contains four curricular sections: "Focus on Language Arts", "Focus on Life Skills and Literacy", "Focus on Holidays and Observances", and "Focus on Survival Math". Each topic includes an introductory lesson for individual tutoring or classroom instruction, a follow-up lesson for individual tutoring, and a follow-up lesson appropriate for teaching ESL literacy classes.

(*)SA-222

THE HAITIAN RETENTION GUIDE

Palm Beach Florida Public Schools developed a Haitian Retention Program to reduce the high drop-out rate among the Haitian students attending English as a second language classes. The purposes of the program are to facilitate learning the English language through extended regular attendance and to help students enter the classroom with as little stress as possible. As a result of implementing this program, a guide was developed to describe the steps that were taken in establishing the program. Topics in the guide include student retention, student orientation, student needs assessment, curriculum development, and inservice training.

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HANDBOOK OF EFFECTIVE LESSON PLANS

The **Handbook of Effective Lesson Plans**, developed by Arizona's Pima County Adult Education School, is a collection of lesson plans for instructors of adults in English as a second language classes. The purpose of the manual is to provide teachers with a readily accessible source of practical lesson plans that will complement and supplement their own diverse teaching strategies. The Handbook covers all skill areas and a wide range of topics that can be used by both experienced and inexperienced teachers. The lessons are organized into seven subject areas: English grammatical structure, reading/writing, conversational/oral communication, vocabulary/ idioms, coping/survival skills, games, and customs/cultural awareness.

(Handbook of Effective Lesson Plans, Continued)

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Order No. ED 313898

A HANDBOOK OF THE JOB-SITE ENGLISH PROJECT

The Orange County Public Schools in Orlando, Florida, developed this Handbook to cooperate with local businesses and industries to help limited English proficient employees learn English, literacy, and mathematics skills necessary to maintain or advance in their employment. Components for a successful English program with business and industry are outlined. Some of these components are: funding, outreach, needs assessment, curriculum design, materials development, evaluation design, teacher selection and training, and publicity.

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Order No. ED 28805

IDEA BOOK FOR TEACHERS OF AMNESTY STUDENTS

This handbook, developed by Catholic Social Services and the University of New Mexico, is designed for programs where the curriculum combines ESL instruction and civics content. The handbook includes such topics as the amnesty classroom assessment, teaching strategies (Total Physical Response (TPR), Language Experience), games, manipulative, role playing, and using the INS questions. Sample units on the flag and an introduction to the Constitutional amendments are also included in the book.

(Idea Book for Teachers of Amnesty Students, Continued)

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Order No. ED 316027

I DON'T SPEAK ENGLISH...BUT I UNDERSTAND YOU

The Center for Literacy in Philadelphia developed a manual, "I Don't Speak English...But I Understand You." The manual was designed to improve Hispanic speaking, writing, reading, and listening skills in a community based adult English as a second language program. The manual is divided into six units: Where We Need to Speak English, Housing, Cultural Differences, Work, Drugs and Family Values, and Responsibilities--Parenting and Aging. The units in the manual emerged from issues that the students shared in class. Real life activities are presented in a variety of ways emphasizing pronunciation, vocabulary, listening and writing, reading, and comprehension skills. The manual can be used as a resource guide to supplement classroom materials or used as a model for students and teachers to develop new materials.

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Order No. ED 306419

IMMIGRATION STRESS: FAMILIES IN CRISIS

This resource guide was designed to assist teachers of English for Speakers of Other Languages in meeting the needs of immigrant families in Leon County, Florida. It is divided into three major categories: socialization, education, and family and community services. Some of the resources must be adapted to meet the needs of various communities.

(Immigration Stress, Continued)

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Order No. ED 343980

(**)INDIAN POTENTIAL ON THE MOVE

This project addresses the needs of the adult Miccosukee Indian community in Miami, Florida. The Miccosukee Adult Education program works closely with the Vocational Education program. Career counseling, education counseling, substance abuse, and vocational and employment training are services available to Adult Education students. The program is flexible in their effort to recruit students who are at a high risk of dropping out of school, and those who are least educated and most in need. In addition, the program assists minors who were not enrolled in high school or have not received a high school diploma. Previous GED graduates also received assistance in advanced studies. Abstract is available from the clearinghouse.

(*)SA-232

(**)INTERNATIONAL BOOKLET OF RECIPES AND STORIES

The Booklet was developed by the Fayette County Community Action Agency, Inc. Education Center (CAEC) in Pennsylvania. The booklet is designed to encourage limited English proficient students at CAEC to maintain their cultural heritage while learning about other cultures and the English language. It is also designed to increase cultural awareness and community outreach. Students submitted recipes and stories related to their ethnic background and those stories were discussed in class. Students were also exposed to word processing and composed artwork to accompany the recipes and stories.
The table of contents includes chapters on Main Dishes, Breads, Soups/Side Dishes, and Desserts. Helpful Hints, Cooking Tips, Microwave Hints, Calorie Counter, and Terms used in Cooking are some of the topics covered in the cookbook.

(International Booklet of Recipes and Stories, Continued)

Available from:

AdvancE Resource Center
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333
(717) 783-9192

Cost: On a loan basis

(**)INTERNATIONAL HOLIDAYS AND OBSERVANCES: A RESOURCE GUIDE FOR ENGLISH AS A SECOND LANGUAGE TEACHERS

The Resource Guide was developed by the Catholic Charities Immigration and Refugee Services in Harrisburg, Pennsylvania to help foster cross-cultural understanding and encourage discussion and interaction among limited English proficient students from different cultures and backgrounds. The guide includes descriptions of major holidays in five countries: Eritrea, India, Mexico, Russia, and Vietnam. After each holiday description, there are cloze and match exercises, maps, vocabulary checks, and recipes. The exercises that accompany the lessons are designed for beginning and intermediate level students.

(*)SA-228

A LANGUAGE EXPERIENCE ENGLISH AS A SECOND LANGUAGE PROJECT: INSTRUCTIONAL GUIDE, TRAINING, AND LITERACY READER

The Nationalities Service Center, Philadelphia, Pennsylvania developed and field tested a training and instructional guide for use in training English as a second language instructors in the Language Experience Approach. The booklet contains two sections: Instructional Guide and an English as a Second Language (ESL) Reader.

The Instructional Guide is a training tool for instructors in the use of the Language Experience Approach in the classroom, with small groups, or on a one-on-one tutorial basis. The ESL Reader consists of 30 beginning, intermediate, and advanced lessons based on stories told by Southeast Asian and Hispanic students.

(*)SA-212

Also available from ERIC, Order No. ED 318275

LINGUA LITERACY: ESL PROJECT VOLUNTEER TUTOR HANDBOOK

Clatsop Community College in Oregon developed this handbook for use in tutor training sessions. It is designed for the tutor with no prior ESL teaching experience. The handbook is divided into the following topics: Volunteer Commitment, General Tutoring Principles, Cultural Considerations, and Language Teaching. Also included in the guide are a sample lesson plan, an evaluation checklist, and an ESL textbook evaluation form.

(*)SA-220

(**)MULTI-LEVEL ESL CURRICULUM GUIDE

Clackamas Community College in Oregon, developed and field-tested this Multi-Level ESL Curriculum Guide. It is designed as a resource for the Adult ESL instructor who teaches a class where students have varied levels of English proficiency. Included in the guide are topics on independent learning activities, dialogue journals, information gap activities, vocabulary bingo, multi-level ESL curriculum modules and a bibliography. The curriculum models are appropriate for beginning, intermediate, and advanced levels of instruction and includes lessons on such topics as employment, food, health and medical, housing, and money and banking. In addition, the Facilitator's Guide, **TEACHING STRATEGIES FOR MULTILEVEL ESL CLASSES** includes transparencies, handouts and a participant packet, can accompany the curriculum guide.

(*)SA-231 - Curriculum Guide
(*)SA-230 - Teaching Strategies for Multilevel ESL Classes

(**)REFUGEE WOMEN'S ALLIANCE FAMILY STORY CURRICULUM GUIDE

The Refugee Women's Alliance Family Story Guide was developed by (ReWA), a non-profit organization in Seattle, Washington with the mission of helping refugee women achieve self-sufficiency in America. The Family Story curriculum was developed to use in three ESL classes: Pre-Literate, Even Start, and Family Talk. The curriculum materials were designed to increase self-esteem, cultural adjustment, and language skills of the participants. In addition, the materials helped to bridge the cultural and generational gap between newcomers and their American raised children.

The guide is divided into five sections: Training, Oral History and Journal Writing, Pre-collection Activities, Collecting Stories, Follow-up ESL Activities and Conclusion. The guide can be used as a valuable staff development tool.

(*)SA-223

ROCK VALLEY COLLEGE PRIVATE SECTOR PARTNERSHIPS FOR ENGLISH LITERACY

Rock Valley College in cooperation with Rockford Area Literacy Council and the English Language Study Center at Rockford College in Illinois administered the "Private Sector Partnerships for English Literacy" project. The goal of the project was to recruit, provide tutoring, and offer classes for English as a second language literacy students at their place of employment. The project partners negotiated with management in fourteen companies, tested the workforce in two of the companies and provided classes for 106 ESL students in seven companies. All tuition, classroom space, textbooks, and in some cases, work release time were funded by the private sector for 86 of the students. Strengths and problems observed in implementing this project are cited. A major strength of the project is the participation level of limited English proficient workers. Objectives, activities, observations, assessment of workplace programs, and students comments are included in the report.

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Order No. ED 318272

STAFF DEVELOPMENT GUIDES ON ENGLISH AS A SECOND LANGUAGE

Training guides and video cassettes were developed by staff members at San Francisco State University to provide background information and guidelines for incorporating the key elements of competency based adult education (CBAE) processes into the beginning and intermediate levels of English as a second language (ESL) classrooms. Both guides include information on (1) modes of instruction, (2) video demonstration, (3) lesson planning, and time management (4) assessment and evaluation, and (5) classroom support services. The emphasis of the video cassettes which accompany each guide is on effective teaching techniques and strategies for organizing instruction in a beginning or intermediate level ESL classroom. The guides may be used by one instructor or small groups of instructors on an individualized basis.

(Staff Development Guides on English as a Second Language, Continued)

Available from:

John Fleischman
Outreach and Technical Assistance
Network (OTAN)
320 N. Willow Avenue
La Puente, CA 91746
(818) 968-4638, ext. 4583

Cost: $50 for each guide and video cassette (includes the cost for shipping).

(**)STAFF TRAINING: ENGLISH AS A SECOND LANGUAGE TEACHING TECHNIQUES AND ASSESSMENT TESTING

Handouts were developed from two series of workshops on various English as a Second Language teaching techniques and ESL assessment tests. The project was developed by the Catholic Charities Immigration and Refugee Services of Harrisburg, Pennsylvania.

Handouts disseminated for workshop Series #1, "The Hands-On Classroom: Fifteen Techniques that Get ESL Students Talking, Thinking, and Moving," are presented as well as handouts from workshop Series #2, "New ESL Trends in Assessment and Teaching."

(*)SA-227

TELL ME ABOUT IT

La Salle University in Philadelphia, Pennsylvania developed a multi-cultural manual designed to give low income minority adult learners from diverse cultures an opportunity to build vocabulary, and to encourage written and oral communication in English. The reading and language activities are intended to be used in a group setting. The manual was field tested by both ABE and ESL students. Topics included in this manual not only give students the opportunity to speak and write about their own cultural experiences, but also give them the opportunity to increase their understanding of other cultures. Ethnic backgrounds of the students displayed in the readings range from Jamaican to Cambodian to Angolan to African American. "Tell Me About It" can broaden an adult learner's perspective of other cultures.

(Tell Me About It, Continued)

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WASHINGTON STATE CORE COMPETENCIES

This core competencies model curriculum is an integrated system of outcomes, activities, instructional resources, and evaluation strategies based on the latest research in adult learning. It features a comprehensive curriculum for ABE, GED preparation and ESL. Multiple levels of instruction for each area of the curriculum, a built-in student teaching system and extensive bibliographies of teacher and student materials are also provided.

The core competencies model curriculum can be used with adult education, JTPA-funded basic skills programs, workplace literacy, and family literacy programs. It is also compatible with the California Adult Student Assessment System (CASAS) test.

Available from:

Adult Basic and Literacy Educators (ABLE)
Seattle Central Community College
1701 Broadway
Seattle, WA 98122
(205) 587-3880

Cost: (1) A General Information Packet which includes a Competencies list - $5.00
(2) The Adult Basic Education Model Curriculum (Three Level Set) - $100
(3) The English as a Second Language Model Curriculum (Three Level Set) - $100
(4) The GED Model Curriculum (One Level) - $50

WE'RE ALL IN THE SAME BOAT

The Urban Studies and Community Services Center of LaSalle University in Philadelphia developed a curriculum, We're All in the Same Boat. This is a multi-cultural and pre-vocational ESL curriculum designed for intermediate and advanced level ESL students. The field testing for intermediate and advanced level ESL students was done in a La Salle Urban Center ESL Class, the Camden Learning Center, the refugee ESL classes in Camden, and in Project LEIF (Learning English Through Intergenerational Friendship).

The curriculum is divided into six units that give information about crime, poverty, and prejudice. Also, information on slavery and the Civil Rights movement, Hispanics in America (particularly Puerto Ricans) the history of immigration, the tensions between racial and ethnic groups, cultural and racial sensitivity, and safety and union issues are discussed. Many language activities (listening, speaking, writing, reading, grammar, idioms and vocabulary development activities are presented in each chapter. Scenarios are offered in units 2 and 6. Illustrations in the manual will enhance a student's understanding of the subject matter taught as well as provide him or her with opportunities to use discussion and writing skills.

Available from:

Liz Mercer
Urban Studies Center
of La Salle University
20th & Olney Avenue
Philadelphia, PA 19141
(215) 951-1187

Cost : $6.00

Also available from ERIC, Order No. ED 304540

A WHOLE FAMILY APPROACH TO TEACHING ENGLISH AS A SECOND LANGUAGE

The project, conducted by Des Moines Area Community College, Ankenny, Iowa, is directed toward the English language and cultural adaptation needs of refugee adults and children. The Handbook developed for the project is based on the premise that the needs of refugees can be met effectively and efficiently in a family approach, with parents and children involved in the same setting. The project is still operating and serves parents and children from the international community at Iowa State University as well as refugee families.

(A Whole Family Approach to Teaching English as a Second Language, Continued)

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Order No. ED 260779

WHOLE LANGUAGE USE IN THE ENGLISH AS A SECOND LANGUAGE CLASSROOM

This is an instructional guide that was developed by Drexel University, the Nationalities Service Center of Philadelphia, the Free Library of Philadelphia and the Lighthouse. The guide contains instructional procedures that relate to a combined instructional approach for Cambodian and Hispanic populations. The combined instructional approach determines the feasibility of using beginning level reading instruction with literate bilingual tutors who have had limited educational professional experience. The instructional procedures are also designed for tutorial inservice programs. Some of the instructional procedures discussed are: creative writing, reading, word bank, individual and group dictation activities.

(*)SA-215

(**)WRITTEN EXPRESSION TEST SPANISH GED CURRICULUM GUIDE

This Curriculum Guide was developed by Clackamas Community College in Oregon City, Oregon to prepare Spanish speakers for the GED en Espanol test. The Spanish Skills Placement Test, developed by the Adult Education Resource Center in Des Plaines, Illinois is recommended as a placement instrument for students entering ABE and GED classes and is included in the guide. The guide contains a placement instument and lessons on punctutation, spelling, accentuation, capitalization, verb conjugation, sentence combining and the essay.

Available from:

Sharlene Walker
Office of Community College Services
700 Pringle Parkway, SE
Salem, Oregon 97301-0290

Cost: $8.50

EVALUATION/ASSESSMENT

ALTERNATIVE ASSESSMENT MEASURES IN ADULT BASIC EDUCATION PROGRAMS (ADULT INFORMAL MEASURES: AIM)

The Institute for Practice and Research in Education at the University of Pittsburgh developed a comprehensive assessment system for existing adult education programs. The materials also provide guidelines for adult literacy providers who wish to develop their own assessment system. The results of this project indicate that informal assessment instruments work well for students at all ability levels and in all types of instructional settings that have clearly defined learning outcomes.

(*)SA-302

OREGON'S PROFILE FUNCTIONAL BASIC SKILL ASSESSMENT

This report describes Oregon's basic skills assessment instrument for reading and mathematics that was developed with the Comprehensive Adult Student Assessment System (CASAS). The Basic Adult Skills Inventory System (BASIS) is adult oriented, focuses on employability skills and is easily administered. Implementation of BASIS started with seven welfare reform pilot sites in the State and has been expanded to community colleges for placement in ABE programs, use in correctional institutions and JTPA programs. Sample items are included. 25 pages.

(*)SA-303

PROJECT EXCELLENCE

This report covers the development and field testing of a statewide evaluation system for Kentucky. Included are: project procedures, criteria selection, staff training, project results, and recommendations. The appendix contains both the U.S. Department of Education's "Quality Standards for Adult Education" and the Kentucky "ABE Program Evaluation Instrument"

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Order No. ED 289992

SOURCE BOOK FOR EVALUATING SPECIAL PROJECTS

This guide was designed to assist New York adult educators involved in special projects of all kinds, including staff training programs. It presents a topology of projects and provides practical guidelines and model tools (instruments) for monitoring and evaluating them.

(*)SA-300

FAMILY LITERACY

ADDING FAMILY LITERACY TO TUTOR TRAINING

The Greater Pittsburgh Literacy Council in Pittsburgh developed and field-tested a project to incorporate a family literacy component into their tutor training program. The final report addresses information on: Workshop agendas; Trainer's manual; Children's books used in training; interviewer accomplishment checklist; anecdotes reported by students; and Fact sheet and tutor's monthly report form.

(*)SA-405

BEST PARENTS - BASIC EDUCATION AND SKILLS TRAINING FOR PARENTS

The North East Independent School District in San Antonio developed and field tested the BEST Parent Guide to aide educationally disadvantaged and limited English proficient parents to participate in ABE in a family setting to improve involvement in their children's literacy skills. The parent education Guide has five curriculum modules. The role of the parent, ages and stages of child development, stress management, behavior management, and home and school partners in learning are specific topics of the modules. Pre- and post tests as well as a parent learning contract are included in the Appendix.

Available from:

Deborah Stedman
Director, Division of Adult and
Community Education Program
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701-1494
(512) 463-9447

Cost: $3.00

COLLABORATION FOR LITERACY (An Intergenerational Reading Project)

Collaboration for Literacy, conducted by Boston University, is a community based reading project which trains college work study students as literacy tutors to provide individualized reading instruction to low reading level adults (0-4 grade levels). Two handbooks were developed. The Administrator's Handbook contains

(Collaboration for Literacy, Continued)

background information on the adult illiteracy problems, the Collaborations program, tutor teaching strategies and experiences, and tutor/adult/child activities. Technical assistance is available from Dr. Ruth Nickse, Boston University, 605 Commonwealth Avenue, Boston, MA 02215, (617) 353-4667.

Handbooks available from:

Institute for Responsive Education
Publications Department
605 Commonwealth Avenue
Boston, MA 02215

Cost: $6.00 per handbook

(**)FAMILY/ADVOCACY: THE PARENT/PROFESSIONAL TEAM

The Central Intermediate Unit #10 Development Center for Adults of Lock Haven, Pennsylvania developed and field tested a step-by-step manual which includes curriculum to empower parents as advocates for their pre-school and school children. The Manual contains information that can help increase (1) parental communications skills and self confidence, (2) awareness of the effect their expectations, attitudes and involvement have on their children's success in school, and (3) educational interaction between parents and children. The sessions in the manual address such topics as: professional awareness, teacher sensitivity, handouts, parent class curriculum, recruitment strategies, and regulations and laws.

(*)SA-414

FAMILY FOCUS: READING AND LEARNING TOGETHER

The Orange County Public Schools in Florida developed a handbook with strategies that local programs can use in developing various programs to encourage and enhance literacy among families. Steps to develop "Family Education Plans" are included. They are designed to provide families with a "road map" as they attempt to have education work for them. The handbook include forms surveys, and other pertinent data relative to the development and implementation of the project.

(*)SA-409

FAMILY LITERACY PROGRAMS TRAINING MANUAL

Kent State University, developed a manual which provides nine one-hour training sessions related to components of family literacy programs. Each session may stand alone or be used in combination with any other. Content for the sessions represents topics and issues such as process of literacy learning, environment, reading and writing, children literature, language-experience and reading skills. Detailed plans for each session are described which also feature active participant involvement and sharing ideas. The concluding portion of the manual contains two bibliographies: parents and reading, and family literacy programs. A service for further learning as well as a sample evaluation form are given.

(*)SA-400

FAMILY LITERACY REPORT

This report, conducted by the Illinois Literacy Resource Development Center with support from the John D. and Catherine T. MacArthur Foundation, explored the development of seven model family literacy programs. The purpose of the study is to determine the progress of year two programs, determine successful components and characteristics of the family literacy programs, and assist local programs in developing and implementing practical evaluation systems. A family literacy survey summary is included with each program.

(*)SA-411

HELP: HOME EDUCATION IN LITERACY AND PARENTING

The twofold purpose of the HELP project was to aid low income, low reading level parents in participating in the local ABE program and to learn how to help their children with school work. Both a guide book and resources for implementing a HELP project were developed. The guide includes a description of recruitment, training and placement of the in-home volunteer tutoring staff, community relationships, networking and plan for dissemination, and project implementation. Resources include the several forms and surveys used for project implementation, lesson plan suggestions, and resources for volunteers.

Available from:

Inara Rudmanis
Education Coordinator
Volunteers Clearinghouse
401 Linden Street
Fort Collins, CO 80524
(303) 482-4357

Cost: Approximately $10

INTERGENERATIONAL LITERACY MODEL

This project developed a model and accompanying implementation strategies for involving parents and the community in attacking the problem of illiteracy. A handbook was also developed which includes a core curriculum that delineates the model components and implementation strategies for purposes of replications in other communities. The project provides literacy instruction for parents of pre-school and primary school aged children, provides suggestions of consistent, on-going activities for parents to do with their children at home, and encourages the parents of young children to seek literacy instruction on an individual basis at least once a week.

Available from:

Deborah Stedman
Director, Division of Adult and
Community Education Program
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701-1494
(512) 463-9447

Cost: Free of charge

LEARN TOGETHER

The Center for Literacy in Philadelphia field tested and developed a booklet "LEARN TOGETHER - A Book for Parents and Children." The book was designed for low literacy level parents to learn the basics at the same time that their children are learning. The book is divided into four sections: Pre-Reading, Reading, Writing, and Math. Activities are at the pre-kindergarten to grade 3 levels. Materials needed, purpose, directions, and a sample page are given for each activity. "Learn Together" can also be used in ABE Programs for parents in providing a broader base for learning and a good opportunity to see how skills can be transferred from one place to another.

(*)SA-408

A MODEL FOR RURAL SCHOOLS TO INVOLVE PARENTS IN THE EDUCATION OF THEIR CHILDREN

This manual was developed by the Center for Community Education at Montana State University in cooperation with the Conrad Public Schools, Conrad Montana to involve parents residing in rural areas in the education of their children. Information in the manual gives a step by step process to develop the model. The model includes topics such as: what parents can do, what teachers can do, what principals can do, and how to get started. Additional

(A Model for Rural Schools To Involve Parents in the Education of their Children, Continued)

resources include forms and tips for parent/teacher conferences, homework, home visits, ways volunteers can help as well as a listing of national organizations with related activities.

(*)SA-403

(**)PARENTS AS TEACHERS PROJECT

Baltimore County Public Schools, Baltimore, Maryland designed and field tested training modules to help parents develop techniques to effectively read to their children, choose age appropriate books, go on field trips, choose toys, help with homework, and make and play games with their children. Parent/child interaction activities are designed to reinforce these targeted skills. One hundred thirty-one families attended family workshops and family nights. Parents from ABE classes and AFDC programs, and grandparents came with their granddaughters and low literacy level daughters, while 88 families came from shelters. Through this high retention rate project, modeling was the best teaching technique for the parents because many had no experience in the various activities.

Seven video tapes with booklets were designed for each workshop theme. A slide presentation was also developed for other educators. The booklets: Learning Style, Craft Idea, Self-Esteem, and How to Encourage your Children to Read are included in the materials.

(*)SA-415

PROJECT PACT: PARENTS AND CHILDREN TOGETHER

Project PACT resulted in the development of a curriculum for 0-4 level ABE students at the Centre County Vocational-Technical School in Pleasant Gap, Pennsylvania. PACT materials are intended for use by ABE students who are parents or others who interact with children. The curriculum consists of lessons in life coping skills and parenting skills. The lessons are constructed to be used first by ABE teachers or counselors with the "parent" and then by parent and child at home. The lessons introduce concepts that a child can learn "naturally" and easily from a parent. In most cases the parents may be learning or reviewing the concept themselves.

(*)SA-402

Also available from ERIC, Order No. ED 294984

REACH AND TEACH: AN EARLY INTERVENTION FAMILY LITERACY MODEL FOR AGENCIES SERVING "AT-RISK" CLIENTS

This project was developed by Pinellas County Schools' Adult and Community Education Department in Clearwater, Florida. The project is designed to improve the parenting and basic skills of educationally "at-risk" clients in agencies and in the community in order to foster learning among their children. Parent/child involvement activities promote physical, social, intellectual development and language growth for young children from birth to five year old. Specific skills for parents focus on reading, writing, computing and problem solving. A facilitator and a parent guide which include a sample sign-in sheet, evaluation and in-home session forms, a list of children's books and activities for each child's developmental stage are included in the Guide.

(*)SA-410

READ WITH ME

This Instructional Guide, developed by the State College Area School District in Pennsylvania, is designed as a family literacy curriculum to provide educational support for disadvantaged parents and their children. The Guide contains four workshop outlines complete with pre- and post- questionnaires, handouts, discussion topics and a model storyhour program. Songs, fingerplays and suggested read-aloud storybook titles along with a parent resources bibliography are included.

(*)SA-412

A READING GUIDEBOOK FOR PARENTS

This resource is a 78 page guide book for use by ABE students who are parents or are interested in fostering the growth and development of reading skills for children. The information included in the guide specifically addresses the educational levels and developmental stages of children: from early childhood through the primary, intermediate, and secondary levels. For each of these levels, vocabulary lists, games, recommended books, extensive bibliographies and related activities are provided.

(*)SA-404

READING TOGETHER AND TOGETHER WE LEARN: A PARENT INVOLVEMENT PROGRAM

The School Board of Pinellas County of Clearwater, Florida, developed workshop manuals to use to involve families. The manuals, **Read Together and Together We Learn**, were designed for school administrators, leaders, principals, ABE and early childhood practitioners to help raise the basic education levels of parents and their children. The manuals are divided into eight workshop sessions which include activities for Middle Schools. A myriad of

(Reading Together and Together We Learn, Continued)

activities (reading aloud, storytelling, puppetry, speaking, book lists, and language development) are included. Most of the
activities can be adapted up or down as needed. A family literacy program in coordination with three ABE classes, Head Start families and 27 Chapter I schools were implemented in which the manuals were field tested. The response was overwhelmingly. More than 950 parents and children enrolled in the program and were served by the project.

Available from:

Edward A. Brown, III
Project Director
The School Board of Pinellas County
1960 East Druid Road
Clearwater, FL 34624

Cost: $3.00

(**) READY, SET, READ

This family literacy curriculum, designed by the Adult Education and Job Training Center in Lewistown, Pennsylvania, was developed to help parents read to their children. The project's curriculum suggests family reading activities that help create confidence and enthusiasm for reading in both children and adults. The report describes how materials were adapted from other sources and how sessions were organized to field test and evaluate suggested program activities.

Available from:

Tuscarora Intermediate Unit
Adult Education and Job Training Center
1020 Belle Vernon Avenue
Lewistown, PA 17044
(717) 248-4942

Cost: Free of charge

WHERE ARE THE FATHERS

The Northampton Community College in Pennsylvania developed and field tested a research curriculum model to determine reading methods and practices specific to the father role in family literacy. The field test included a group of teenage fathers and a group of inmate fathers. The final report includes topics interest such as: a climate of literacy in the home,

(Where are the Fathers, Continued)

family dynamics and literacy development, male role models and family literacy, gender differences and literacy, and a report on the pilot classes. Also available is a source book of activities and teachers guide entitled "Family Literacy for Fathers and Children."

(*)SA-406 - Where are the Fathers

(*)SA-407 - Family Literacy for Fathers and Children: A Source Book of activities and Teacher's Guide.

GENERAL EDUCATIONAL DEVELOPMENT (GED)

(**)COLLEGE AND TECHNICAL HANDBOOK

The Fayette County Community Action Agency, Inc. of Uniontown, Pennsylvania developed a handbook on employment and higher education opportunities in the local area. The handbook is a compilation of local vocational/technical, colleges, business schools, their curriculums, degrees offered and entrance information. The handbook lists comprehensive Federal and State financial aid and private grant information. It also provides information and practice worksheets in job search strategy, correspondence for the job search, cover letters, resume worksheet, and skills for workplace communication.

The College and Technical Handbook offers information that GED Students will need in furthering their education and employment futures. The handbook will be beneficial to public school systems, adult education programs and community-based organizations.

(*)SA-1601

(**)GED AFTER JAIL

This project was developed in Clearfield, Pennsylvania. It addresses the problem of undereducated, unemployed or
underemployed former prisoners of the Clearfield County Prison who remain in the county upon release. The project provides individual counseling for prisoners prior to being released from jail, and immediately following their release to help them continue to study for and obtain their GED.

A curriculum packet consisting of (1) an application and class brochure, (2) a survey of personal life goals, (3) job readiness materials, and evaluation was developed from the project. This informational packet will be of particular interest to GED instructors in county prisons, GED program coordinators, and prison officials looking for alternatives to prison recidivism.

(*)SA-1602

(**)PROJECT RE-ENTRY (A Re-Enrollment Project for GED Students)

This project was conducted by the Tri-County Opportunities Industrialization Center (OIC) in Harrisburg, Pennsylvania.Its purpose was to identify the status of Tri-County OIC students who have been labeled "non-completers." A non-completer was defined as any student who has taken at least one of the official GED tests, but has not completed the entire test battery, or has completed the test battery but still lacks enough points to be awarded a GED equivalency diploma. In addition, a non-completer is not currently enrolled in a GED class.

This report should be of interest to other adult education organizations that serve large numbers of GED students who have not completed the GED testing process.

(*)SA-1603

(**)TEST TAKING STRATEGIES FOR THE GED CANDIDATE

Test Taking Strategies for the GED Candidate is a monthly seminar offered by the Erie City School District in conjunction with the Erie Adult Learning Center to all people who were preparing to take the GED Test. These seminars explored the areas of: Test taking strategies, the skills necessary to be successful in passing the 5 subject areas included on the GED Test; and the mental and emotional factors involved in the test taking process. Videotapes, hand-outs and group discussion were the methods used by the counselors. Each participants was given a written evaluation of the seminar.

The report of this project contains a curriculum designed to teach test taking skills and strategies to students taking the GED test. The approaches used in this seminar will be useful to other adult educators administering the GED Test.

Available from:

Daniel G. Tempestini
School District of the City of Erie
3325 Cherry Street
Erie, PA 16508

Cost: Free of charge

(**)YEARBOOK: WRITING, RECRUITMENT, RECOGNITION

The Tuscarora Intermediate Unit (TIU) Adult Education and Job Training Center, developed a yearbook that featured 20-30 graduating GED students to be used as a vehicle for ABE recruitment. It can also be used to provide an important link between old and new alumni. The yearbook includes a student writing section to highlight the students' educational experience which can be used as a prototype by other adult educators.

The yearbook was designed to provide graduating GED students with a special way to show recognition and praise for their educational accomplishments.

Available from:

Carol Molek
TIU Adult Education and Job Training Center
1020 Belle Vernon Avenue
Lewistown, PA 17044
(717) 249-4942

Cost: Free of charge

LIFE SKILLS

(**)EVERYDAY BASIC SKILLS

Everyday Basic Skills was developed by the Tuscarora Intermediate Unit, Adult Education and Job Training Center in Lewistown, Pennsylvania. It is a comprehensive life skills curriculum for literacy and ABE level individuals with an emphasis on the basic skills needed to meet everyday survival issues. The curriculum consists of seven complete and free standing modules that permit flexibility of delivery by classroom instruction, small group instruction and independent study. Reading levels are at the 4th to 8th grade level and allows for the incorporation of existing materials available in the classroom. The seven modules are: Basic Skills, Everyday Math, Everyday English, Social Skills, Reasoning Skills, Employability Skills, and Life Skills\Parenting.
Available from:

AdvancE Resource Center
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Cost: on loan only

HIV EDUCATION FOR ADULT LITERACY STUDENTS: A GUIDE FOR TEACHERS

This publication was prepared by Barbara E. Smith, E.D. at the Hudson River Center for Program Development. It is designed to help teachers bring HIV and AIDS information to students in Adult Basic Education, English as a Second Language, and High School Equivalency Classes. Sections included in the guide are: Staff preparation, lesson preparation, background information on AIDS, sample lesson plans, photocopy masters, and lists of further resources and organizations.

Available from:

Hudson River Center for Program
Development, Inc.
102 Mosher Road
Glenmont, NY 12077
(518) 432-4005

Cost: $8.50

PERSONAL FINANCES INSTRUCTIONAL AIDS

This resource is a package of 55 easily duplicated forms encountered by adult students every day. Included are: Time cards, Savings Account Passbooks, a Signature Card, Money Orders, a Rent Receipt, a 1040 EZ Income Tax Return, a Driver's License Renewal Application, as well as many other forms. A short Teacher Reference Guide and a list of frequently appearing words are also included. 62 pages.

(*)SA-501

A PLAN TO IMPLEMENT A PRE-MILITARY DEVELOPMENT PROGRAM

The University of Mississippi has published a manual for helping students acquire the skills necessary to pass the Armed Services Vocational Aptitude Battery (ASVAB). This guide provides technical and practical assistance for administrators and teachers. Included are sections on: assessment, individual education plans, career counseling, recruiting, program evaluation, sample tests, and sample inventories. Also available is a Reading Curriculum for the Pre-Military Program and a Math Study Guide. (June 1991)

Available from:

Jane S. Borne
PO Box 7785
Gulfport, MS 39506

PROJECT SURVIVAL: A RESOURCE GUIDE TO PLANNING SELF DEVELOPMENT WORKSHOPS FOR COMMUNITY WOMEN

Information in this resource guide is directed toward women, especially teenage mothers of low-to-moderate income, who are interested in a self-help approach to improvement and training. It provides background on the workshop and on the participants who were involved in a leadership training project geared to literacy needs. This is a "how to" guide to workshop development addressing the planning process, workshop leaders, the workshop concept, recruitment, suggested time-line, and evaluation. An extensive bibliography of related sources is included.

Available from:

Smith-Williams Center
2295 Pasco Street
Tallahassee, Florida 32310

SKILLS AND STRATEGIES TO MASTER MAPS, GRAPHS, AND CHARTS

These Skills and Strategies were developed by Laura DuBell Drewer for North Seattle Community College, Seattle, Washington. This ABE/GED teacher's resource manual provides samples of graphic material that students are expected to interpret in preparing for the GED social studies, science and math tests. Skills covered include: reading for meaning, knowing basic concepts, comprehending content vocabulary, using test taking strategies, and applying critical thinking skills.

(*)SA-503

LITERACY

FORMATION OF THE LITERACY COALITION OF HARRISBURG, PA (A How to Guide for Small Communities)

Groups and agencies considering the formation of a literacy coalition will find this "how to" guide of interest. The step by step guide to forming a local literacy council includes chapters on: what to do before submitting a proposal, writing and submitting a grant proposal, design of the coalition, public awareness campaign, evaluations and recommendations for the future. The project was conducted by Migration Refugee Services of Catholic Social Services in Harrisburg.

Available from:

ERIC Document Reproduction Service
7420 Fullerton Road, Suite 110
Springfield, VA 22153-2852
1-800-443-3742
(703) 440-1400

Order No. ED 259198

A FUNCTIONAL LITERACY CURRICULUM RESOURCE BOOK - LEVELS 0-4

As a means of providing appropriate instructional materials, the project conducted by The Center for Literacy, Philadelphia, Pa, developed a curriculum resource book. The resource book includes 12 topics with suggested lessons for each topic. Lessons are correlated with the **Laubach Way to Reading** series and are designed for use by trained volunteer reading tutors. Sample lessons and lesson suggestions are meant to be adapted for individual students needs, goals, and interests; however, sample lessons can be used directly with students.

Available from:

ERIC Document Reproduction Service
7420 Fullerton Road, Suite 110
Springfield, VA 22153-2852
1-800-443-3742
(703) 440-1400

Order No. ED 260278

(**)LITERACY DRAMA: USING PLAYS IN ADULT LITERACY EDUCATION

Literacy Drama: Using Plays in Adult Literacy Education was developed by Portland Community College, Portland, Oregon. It is a collection of five plays which can be used with low level and special needs classes. The plays are written at a low level and provide students the opportunity to raise questions, analyze and discuss issues, and examine cultural beliefs. Each play contains ideas and suggestions for use. The book also contains chapters on production, ideas for using drama in the classroom, and additional readings.

(*)SA-1700

(**)MATHEMATICS FOR THE 90'S: TOWARD A NEW PERSPECTIVE

Mathematics for the 90's was developed by the Mt. Hood Community College in Gresham, Oregon. The major objective of this project was to design a curriculum for ABE math which emphasizes critical-thinking, problem solving, use of technology, and writing rather than drill and practice. The product provides practical exercises\activities using written and oral language, technology and life-skills. It also serves as a basis for training staff to alter attitudes about math, broaden the curricula and more effectively bridge math in the classroom with math in the workplace.

(*)SA-1701

PROJECT P.R.O.U.D (People Reading Their Ówn Unique Dictation)

This Pennsylvania project was designed to focus on the problems associated with book-centered, one-to-one tutoring to help adults learn to read. The problems that the project sought to eliminate were uninteresting, non pertinent materials; focus on single skills rather than reading as communication; lack of learner-centered, self-worth attitudes; and feelings of being a one-of-a-kind non reader. The project staff trained tutors in the language experience approach and designed appropriate accompanying exercises. The tutors then had students dictate stories concerning their experiences, knowledge, and concerns. Students then worked through these stories and exercises. Tutors submitted the stories and exercises to Mid-State Literacy Council for grouping according to reading level, editing, and publication in a set of six books. The six books that contain students' language experience stories with accompanying skill exercises and comprehension questions were developed for adult students at the 0-4 reading level, including non-English speaking adults.

(Project PROUD, Continued)

Available from:

ERIC Document Reproduction Service
7420 Fullerton Road, Suite 110
Springfield, VA 22153-2852
1-800-443-3742
(703) 440-1400

Order No. ED 288029

SCIENCE STUDY GUIDE

The Science Study Guide and Audio cassette of Basic General Science Concepts for the Adult Basic Education Student and the GED Students was developed at the CIU 10 Development Center for Adults in West Decautur, Pennsylvania. It is intended as an introduction or supplement to adult science textbooks. The Study Guide reviews basic science concepts of biology, earth science, physics and chemistry. It includes a 90 minute audiocassette with as closely matched narrative.

Available from:

AdvancE Resource Center
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333
(717) 783-9192
(800) 992-2283 in Pennsylvania only

Cost: For loan only

WIDENING HORIZONS: A GUIDE TO ORGANIZING FIELD TRIPS FOR ADULT STUDENTS

The Women's Program of Lutheran Settlement House developed and field tested a guide on organizing field trips for adult learners. This step by step guide is based on the premise the field trips are important links between the classroom and the real world, and they provide a forum for development of higher level thinking skills based on concrete, actual events and activities. Information in the guide includes topics such as ideas for trips related to subject matter, sample rules, overcoming barriers to participation, before and after sample educational activities, and a sample letter to potential agencies.

(Widening Horizons, Continued)

Available from:

Cathy Reilly
Education Coordinator
Lutheran Settlement House
Women's Program
1340 Frankfort Avenue
Philadelphia, PA 19125
(215) 426-8610

Cost: Free of charge

OLDER PERSONS

DEVELOPING SUCCESSFUL ADULT BASIC EDUCATION PROGRAMS FOR OLDER ADULTS

The guide was develop by Randolph Community College, Asheboro, North Carolina, to assist adult educators in planning and implementing successful ABE programs for undereducated adults 55 years of age and over. The first five sections deal with the psychosocial aspects of aging, followed by three sections on the basic education needs and interests of older adults. A basic skills interest indicator resource guide, a curriculum materials resource guide and references of related services are included in the last sections of this guide. The guide for curriculum materials includes topics of interest to older adults as handwriting, legal services, banking, newspaper, health and insurance. The reading levels of the suggested materials range from 0-8 grade.

Available from:

Jane Moore
Project Assistant
Randolph Community College
Box 1009
Asheboro, NC 27204

Cost: $2.00

(**)A RESOURCE GUIDE FOR REACHING AND TEACHING OLDER PERSONS

This resource guide was developed by the Florida Council on Aging to promote and expand educational opportunities for older adults. The guide contains four sections which include topics on: (1) psychological aspects of older adult learners, (2) motivating and recruiting older adults, (3) teaching older adults, and (4) community resources. Materials developed can be adapted by other literacy organizations or individuals concerned with literacy needs of older persons.

(*)SA-1800

(**)SENIOR LIFE SKILLS/FINANCIAL MANAGEMENT

The Tuscarora Intermediate Unit in Pennsylvania developed and field tested a life skills/financial management training packet and curriculum to provide senior citizens with the opportunity to increase their basic education math and reading skills. The packet addresses the specific needs of the elderly with regard to computation and communications skills to better equip them to handle their financial and personal affairs. In large print, the curriculum includes topics on assertiveness training, stress management, financial management, living wills and trends, decision-making, making changes, and consumer protection information.

(*)SA-1801

(**)A TUTOR HANDBOOK FOR SENIOR CITIZENS CLASSES (Nutrition, Fire Safety and Survival Spanish)

Chester County Occupational Industrialization Centers in Pennsylvania developed and field tested a handbook that addresses a need for providing educational services to senior citizens functioning below necessary literacy levels. The program provides for training of volunteer instructors and peer tutors who teach literacy to senior citizens so that they can gain skills that will enable them to perform daily tasks more independently. The product include a final report and curriculum written in English and Spanish.

(*)SA-1802

STAFF DEVELOPMENT

ADULT LITERACY LEADERSHIP TRAINING PROJECT REPORT

Phase II of Florida's Adult Literacy Leadership Training Project involved a study of education and training activities for adult literacy providers. The purpose was to provide a framework for upgrading the education and skills of literacy professionals. This study resulted in a report in two volumes. Dr. Edith D. Crew at the Florida State University was the principal investigator for this phase of the training project. Volume I, "Toward the Development of a Comprehensive Education and Training Model for Florida's Adult Literacy Leadership," presents background for staff development and training activities and general guidelines for a program evaluation design. Volume II, "Fundamental Considerations in the Conceptualization and Design of Adult Literacy Staff Development and Training," explains the study methodology, the research findings and conclusions, and the recommended framework for training adult literacy professionals. Volume I (18 pages) and Volume II (60 pages) include extensive bibliographies.

(*)SA-801 (Volume I)
(*)SA-802 (Volume II)

(**)THE BRANDON-OAKLAND ADULT EDUCATION CONSORTIUM

This Consortium, in Lansing, Michigan, produced four books which serve as a resource for staff in integrating outcome-based process skills activities into the adult education curriculum. The adult instructional staff and administrators met periodically in an inservice context to research, review and develop activities and related materials. The result was four books which contain rearch, sample activities, and resource information that will be useful for adult education teachers in need of fully-researched curriculum materials. The titles are: (1) Career and Employability, (2) Life Management, (3) Language Arts, and (4) World Studies.

Available from:

June Wuopio
Director, Community Education
1025 Ortonville Road
Ortonville, MI 48462
(313) 627-4981

Cost: $6.00 per book, plus shipping and handling

(**)CLIENT MENTAL HEALTH ISSUES

The purpose of this project was to address the growing need for ABE instructors to understand the special needs for clients suffering from mental health problems. An Adult Education and Job Training Center of Lewistown, Pennsylvania implemented four workshops which provided training on crisis situations, suicide threats and attempts, issues in mental health, substance abuse and violence. A report derived from this implementation contains four training outlines reflecting the content of the four workshops and documents the entire project.

(*)SA-1505

(**)COMMONWEALTH OF PENNSYLVANIA ADULT EDUCATION 353 SPECIAL PROJECTS, PROJECT ABSTRACTS FISCAL YEAR 1992

The AdvancE Clearinghouse in Pennsylvania developed a guide of all 353 special projects in their State. It includes title, funding amount, grantee address and phone, an abstract of the project, what products were developed, and subject area descriptors. These abstracts are produced yearly and a copy of each final report is available from the AdvancE Clearinghouse. AdvancE is funded under Section 353 and also has available final reports of its activities.

Available from:

AdvancE Resource Center
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333
(717) 783-9192
(800) 992-2283 in Pennsylvania only

Cost: Free of charge

COOPERATIVE LEARNING TRAINING MANUAL

This manual was produced as part of a year-long staff development activity designed to introduce teachers to Cooperative Learning strategies in the classroom. The training manual describes the first two years' activities in implementing a four-year Cooperative Learning Model, including developing the training plan, training the trainers, and conducting the site-level training workshops.

(Cooperative Learning Training Manual, Continued)

Available from:

Linda Foote
Office of Community College Services
700 Pringle Parkway, S.E.
Salem, OR 97310-0290

Cost: $7.50

COUNSELING THE ABE STUDENT

This short, practical guide is a product of the Adult Education Staff Development Center in Farmington, Connecticut. It discusses a variety of questions concerning the ABE student as a unique counseling client and develops a model for counseling adult learners.

(*)SA-805

(**)DEVELOPMENT OF A CURRICULUM AND MATERIALS FOR USE IN TEACHING OCCUPATIONAL SPECIFIC VOCABULARY FOR HEALTH CARE STUDENTS

This curriculum, developed and field tested in University Park, Pennsylvania by the Institute for the Study of Adult Literacy, was designed for teaching occupational-specific vocabulary in the health care field. The final report introduces the curriculum project and provides an outline of the goals, objectives, procedures, and results of activities in the project.

(*)SA-804

INCREASING READINESS FOR SELF-DIRECTED LEARNING

This manual, a product from the Florida Atlantic University, has been prepared for use by Adult Education teachers in facilitating a self-directed learning (SDL) group. Ten sessions with specific objectives and activities for each session are outlined in the manual. Section I contains the 10 learning modules.

Suggestions are provided for working with small groups in Section II, and Section III provides specific instructions regarding facilitation of the SDL group. A flip chart master list is included in Section IV to assist teachers in preparing for the sessions.

(Increasing Readiness for Self-Directed Learning, Continued)

Available from:

ERIC Document Reproduction Service
7420 Fullerton Road, Suite 110
Springfield, VA 22153-2852
1-800-443-3742
(703) 440-1400

Order No. ED 324426

A LEADERSHIP TRAINING PROGRAM FOR LOCAL DIRECTORS OF ADULT EDUCATION

This University of South Florida two year project developed and tested a competency-based "Extern" training model for administrators. Included in the report are instructional content, a seminar meeting example, final evaluation or report and an extensive appendix containing forms, competency lists, DACUN charts and evaluation instrument. 70 pages.

(*)SA-800

TEACHER TRAINING

ADULT BASIC SKILLS INSTRUCTOR TRAINING MANUAL

This trainer's manual resulted from a three-year project to develop a cadre of adult basic skills instructor trainers who could meet the training and staff development needs of local service providers. The project was housed at Appalachian State University. Seventy-one instructor competencies in four curriculum areas were developed 1)communications with adult learners, 2) assessing and diagnosing learners' strengths and weaknesses, 3) selecting appropriate methodologies and materials, and 4) evaluation. Approaches for English as a second language are included in a separate section on methods in language arts. The manual provides suggestions on principles and teaching methods under various subject headings and contains sections on related instructional and reading materials. Materials in the handbook have been used in regional workshops and summer training institutes at Appalachian State University. (360 pages).

Available from:

Gerald Parker, Director
Adult Basic Skills Staff Development
Project
LRE Department - Duncan Hall
Appalachian State University
Boone, NC 28608
(704) 262-6086

Cost: $40.00

ADULT EDUCATION PROGRAM COURSE STANDARDS

This Functional Skills Based ABE Curriculum Report was designed to update Florida's statewide curriculum framework for adult education courses. In addition, student performance standards for adult basic education courses were developed. The curriculum framework includes four sections: major concepts/content, laboratory activities, special notes, and intended outcomes. Student performance standards are listed for each intended outcome.

(*)SA-900

AN ABE INSTRUCTIONAL AND TRAINING VIDEO USER'S CATALOG

Project Advance established a video tape library for use in adult education student instruction and teacher training. It contains approximately 75 titles in a broad range of subject areas including: ABE assessment, ESL teacher training, diagnostic teaching of mathematics, consumer protection, teaching critical thinking, adults with learning disabilities, and principals of technology. The catalog introduces the collection and gives brief descriptions of the video tapes that are available for borrowing.

Available from:

AdvancE Resource Center
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-033
(717) 783-9192

Cost: Free of charge

ARIZONA ADULT EDUCATION MANUAL

This manual was designed for adult education teachers in Arizona. It contains practical information about adult education and literacy programs in the State, including sections on GED preparation and ESL. It provides tips on assessment, curriculum development, classroom objectives, teaching methods, and evaluation as general information. The sections on record keeping, textbooks, computers and citizenship/amnesty provide important references for teachers in the program. Overall, the manual is a useful source of information for new and experienced teachers alike. Although the demographics and particular administrative procedures refer to Arizona, the organization and general contents on teaching tips make it useful for other geographical areas. (201 pages).

Available from:

Arizona Department of Education
1535 W. Jefferson
Phoenix, AZ 85007
Attention: Mary Scott

Cost: $11.00

IMPACT, A HANDBOOK OF CREATIVE TEACHING METHODS

In addition to its practical use as a comprehensive guide for adult education teachers, this carefully organized handbook strives to impart appreciation for creativity and enjoyment in teaching adults. It covers a range of topics of interest to teachers--values and principles, motivation, communications planning, and teaching techniques. The suggested readings list is a valuable part of the guide. (163 pages).

Available from:

Arizona Department of Education
1535 W. Jefferson
Phoenix, AZ 85007
Attention: Mary Scott

Cost: $5.00

MARYLAND'S ADULT PERFORMANCE PROGRAM (MAPP): INSTRUCTIONAL COMPONENT

This project of the Montgomery County Public Schools is a continuation of the development and implementation of Maryland's statewide competency based program, Project MAPP. Earlier projects focused on the Assessment, Instruction and Management/Guidance components. As a result of a statewide evaluation of the Instructional program, some refinements and revisions were made in the materials. This latest project effort incorporated necessary changes based on the evaluation and produced teacher references and training materials:

THE VOCABULARY BOOKLET I
THE LEARNING STRATEGIES SAMPLE II
APPENDIX: USING COMMUNITY MATERIALS
THE MATERIALS MATCH III
AN OVERVIEW OF PROJECT MAPP
THE PROJECT MAPP TOOLS
TECHNIQUES FOR INTEGRATING BASIC AND LIFE SKILLS
MANAGING CBAE IN THE ABE CLASSROOM

Available From:

Carroll T. Ruark
Department of Adult Education and Summer School
12518 Greenly Drive
Silver Spring, MD 20906-449

SUMMARY OF CERTIFICATION REQUIREMENTS FOR ADULT EDUCATION TEACHERS IN THE STATES

The Arizona Adult Education Committee and representatives from Region 6 Adult Staff Development Consortium prepared a summary and list of State certification requirements. The requirements were taken in part from the Study of ABE/ESL Instructor Training Approaches, **State Profiles Report** that was conducted in 1991 by Pelavin Associates, Inc. The summary and list provide listings of current certification requirements for staff development activities.

(*)SA-901

TEACHERS, TOOLS AND TECHNIQUES: A HANDBOOK FOR ADULT BASIC EDUCATION AND GED INSTRUCTION

This handbook for adult education and literacy teachers offers a range of strategies for classroom instruction and indepth information about other selected topics such as the GED test, professional organizations, and publications. The introductory chapter on the "Adult Learner" incorporates adult learner characteristics, theory and principles about retention and motivation, learning styles, learning disabilities, and cultural issues. The section on classroom management includes discussion about multilevel classes and cooperative learning. The chapters on reading, mathematics and writing provide useful background for the teacher in approaching lessons in these subjects, followed by rich examples. The material is organized for easy reference and highlights "tips for teachers" in each major section.

Available from:

Dennis Terdy
Adult Education Service Center of
Northern Illinois
Adult Learning Resource Center
1855 Mt. Prospect Road
Des Plaines, IL 60018
(708) 803-3535

Cost: $11.00

TEACHING WRITING

BASIC WRITING SKILLS - A SEQUENTIAL OBJECTIVE BASED PROGRAM FOR USE IN ABE AND GED PREP CLASSES

A sequence of ten units or "learning packets," each with its own specific measurable learning objective, has been designed to help students master the language arts skills essential for the writing skills portion of the GED examination. Each of the ten units consists of four parts: a pre-test, an explanation of the concept, student exercises, and a post-test. The format used is especially suitable for students who are working independently at their own pace. However, instructor assistance is recommended to help students understand their mistakes and apply the rules presented. An effort has been made to explain concepts as concisely as possible, with the emphasis on application rather than terminology.

Available from:

Adult Education Resource Center
Highline Community College 25-5
P.O. Box 98000
Des Moines, WA 98198 9800
(206) 878-3710 ext. 287

Cost: Contingent upon availability; limited to cost of reproduction

THE GED WRITING SKILLS TEST ESSAY - TEACHER TRAINING MANUAL

This training manual was written to supplement a training series conducted by the Adult Education Staff Development Project at the University of Maine. In it are background information about the 1988 GED test, ideas for teaching and assessing writing to prepare students for the test, and samples of classroom materials for you to use. Of particular interest is an extensive annotated bibliography of writing references

Available from:

Clayton Blood
GED Administrator
Division of Adult and
Community Education
State House Station - No. 23
Augusta, ME 04333
Cost: Free of charge

INTRODUCING WRITING TO GED/ABE STUDENTS

The purpose of this professional development package is to assist GED instructors in developing teaching skills which will help them prepare students for the written essay part of the new GED exam. Research and educators experiences indicate that the thinking/writing required are most efficiently and effectively communicated through collaborative learning situations where dialogue or discussion expose individuals to different ways of looking at topics. The accompanying video provides an opportunity to observe other GED instructors and tutors working with this process - 40 page Handbook and 1/2 inch VHS video tape.

Available from:

Gregory Bowes
University of New Mexico
College of Education 214
Albuquerque, NM 87131

Cost: $16.00

LEARNING ABOUT PEOPLE: A CULTURAL WRITING EXPERIENCE (STUDENT MANUAL)

This set of materials for a cultural writing curriculum for adult basic education students (5-8 grade level), developed in Pennsylvania, consists of a teacher's guide and student manual (videotape and an audiocassette complete the set). The materials are intended to develop the adult learners' writing and reading competencies through their active involvement with the cultural heritage of their community, accomplished by conducting interviews with community members. The 11 lessons, or steps, are designated by the letters A through K and arranged so that each step builds upon knowledge attained through completing the preceding steps. The teacher's guide provides a supplemental reading list and the following materials for each lesson: lesson objectives, lesson overview, and suggested teaching ideas. The student manual provides informational materials and exercises that teach the students basic skills of Interviewing (Step A: Getting Started, Step B: Listening, Step C: Notetaking, and Step D: Taping) and of writing an organized, edited account of the interview (Step E: Transcribing, Step F: Organizing, Step G: Editing for Spelling, Step H: Editing for Vocabulary, and Step I: Editing for Usage).

(Learning About People, Continued)

Available from:

ERIC Document Reproduction Service
7420 Fullerton Road, Suite 110
Springfield, VA 22153-2852
1-800-443-3742
(703) 440-1400

Order No. ED 304536

PRACTICAL WRITING INSTRUCTIONS: AN ANNOTATED BIBLIOGRAPHY

The project develop an annotated bibliography to help instructors prepare for the GED Writing Sample. The bibliography is divided into three sections: Section I consists of a review of GED publisher composition texts, Section II consists of a review of non-GED publisher composition texts, and Section III provides the instructor with examples of types of exercises found in the non-GED texts.

Available from:

Merrill Glustrom
Director of Learning Center
Yavapai College
1100 East Shelton
Prescott, AZ 86301
(602) 776-2292

Cost: $10.00

PUBLISHING AN ANTHOLOGY OF ADULT STUDENT WRITING: A PARTNERSHIP FOR LITERACY

The main objectives of this Pennsylvania project were to conduct a writing contest for adult basic education/high school equivalency/English as a Second Language (ABE/GED/ESL) and basic literacy students and to publish an anthology of selected prose (fiction and non-fiction) and poetry entries by those students. Secondary objectives were to promote a greater public awareness of ABE/basic literacy programs and to encourage cross-membership and involvement of adult and K-college English teachers. This report is a step-by-step description of the anthology project. Extensive appendices to the report contain the following items: rules and guidelines, evaluative criteria for judging student writing, cover letter, student

(Publishing an Anthology for Adult Student Writing, Continued)

consent form, anthology postscript, anthology preface, annotated bibliography, model of the writing project, a list of participating programs and staff members, and samples of public relations material generated or received by the project.

Available from:

ERIC Document Reproduction Service
7420 Fullerton Road, Suite 110
Springfield, VA 22153-2852
1-800-443-3742
(703) 440-1400

Order No. ED 260184

TEACHING WRITING TO ADULTS

New York State's Teaching Writing to Adults project has developed a videotape package to train teachers in preparing GED students for Part II of the Writing Skills Test. The package includes: a tape and guide on the writing sample, a tape teaching the writing process, and a 106 page Inservice Education Manual...all in a custom binder. Tapes are available in 3/4" U-matic or 1/2" VHS formats.

Available from:

Albany Educational TV
27 Western Avenue
Albany, NY 12203

Cost: Contact AET for brochure

WRITING THE GED ESSAY - A GUIDE FOR TEACHERS AND STUDENTS

The guide consists of ten chapters covering GED essay topics, idea organization, essay writing, and essay scoring. Each chapter includes teacher tips and student instruction, exercises, and practice pages. 90 pages.

(*)SA-1000

THE WRITING WHEEL

The Writing Wheel, a writing skills program for ABE students, was developed by the Tuscarora Intermediate Unit No. 11 in McVeytown, Pennsylvania. The goal of the program was to improve the writing skills of ABE students in a workshop setting through the development of exercises and activities. The program addresses a variety of writing skills. A booklet containing staff guidelines and a book of exercises were developed and can be used as a staff development tool.

SA-1001

TECHNOLOGY/COMPUTER ASSISTED INSTRUCTION

ADULT BASIC/CONTINUING EDUCATION (AB/CE) COMPUTER COURSEWARE EVALUATION

The North Central Consortium identified high quality AB/CE microcomputer software through user assessment instruments and student field testing. A catalog was compiled to assist AB/CE instructors in selecting software. The following information provided for each software package: subject area, reading level, applications, hardware required, peripherals required, documentation available, and student and teacher comments. A list of publishers is also provided.

Available from:

Literacy Training Network
College of St. Thomas
P.O. Box 4032
2115 Summit Avenue
St. Paul, MN 55105
Attn: Deb Simmons
(612) 647-5188

Cost: Cost of reproduction

ADULT EDUCATION THROUGH TECHNOLOGY PROJECT

Odessa College, in Odessa, Texas, used computers, videos, audio, print media, seminars, and workshops to provide enriched curriculum concerning workplace competencies to JOBS clients. Participants were also furnished information concerning jobs. Project participants used computers and videos to study workplace math, English, reading, social skills, reasoning skills, values, employability skills and vocational training requirements. They were encouraged to use these tools to explore their aptitudes, interests and learning styles as they worked on their academic skills. The project developed a manual for adult educators that contains a description of the technology model and its implementation. The manual includes specifics on how to replicate the program.

(*)SA-1103

COLORADO GED-ON-TV

The purpose of this special demonstration project was to investigate the feasibility of implementing in Colorado the Kentucky Educational Network's KET/GED video series. A task force was set up to research implementation plan and to evaluate the project after completion of its first cycle. This project report discusses: The State and local components; Implementation Plans; Partnerships; Promotion and Outreach; and Outcomes.

Available from:

Colorado Community College and
Occupational Education System
c/o Barbara Sparks
1391 Speer Boulevard
Suite 600
Denver, CO 80204
(303) 620-4000

Cost: $3.00

COMPUTER SOFTWARE FOR TEACHING BASIC SKILLS TO ADULTS: AN EVALUATION

The Center for Community Education/LLRN at Montana State University has developed a resource guide to assist in the selection of computer software for use in basic skills instruction. The publication includes a comprehensive assessment of 119 pieces of software which are currently being used in Adult Basic Education classes in Montana. Software was evaluated in the areas of : Language Arts, reading, math, science, social studies and business/office skills. Also included in the guide are lists of publishers, pertinent publications and evaluation references.

(*)SA-1101

DEVELOPMENT OF AN IN-PLANT MICROCOMPUTER LITERACY LAB

The Northwest Tri-County Unit in Edinboro, Pennsylvania developed this curriculum to supply ABE and GED students with software and instruction in word processing, spreadsheets, and databases. Microsoft Work provides the basis of the programming since it encompasses all three of the desired components and interfaces well with the IBM microcomputer. Products resulting from this project include lesson plans for teachers wishing to use word processing, spreadsheets, and databases to instruct reading, writing, or math basic skills. This project directly benefits both adult students and their instructors by providing a simplified outline for both of them to follow while acquiring the Microsoft Program techniques.
(*)SA-1100

DISTANCE LEARNING PROGRAM FOR DELIVERY OF ADULT BASIC AND SECONDARY EDUCATION

This project developed and implemented a televised delivery system for GED which complemented and supplemented existing adult education programs. Several products were developed including (1) a Program Implementation Handbook for potential adult education administrators with step-by-step suggestions for setting up an effective program of GED on TV, (2) a Questionnaire for collecting and verifying student contact hours based upon the televised lessons, and (3) a Supplemental Guide to the Math Workbook to assist instructors/support people when working with the students.

Available from:

John Tucker
Odessa College
201 West University
Odesa, TX 79764
(915) 335-6401

Cost: $10.00

EXAMINATION AND EVALUATION OF LARGE COMPUTER SYSTEMS FOR USE IN ADULT BASIC EDUCATION PROGRAMS

The Adult Basic Skills Technology Consortium at the Washington State Adult Basic Education Center for Program and Staff Development were examined for their potential for use in ABE programs. With input from an advisory group of educators using Integrated Learning Systems, an extensive list of questions for evaluating such a system was developed. This list of questions is included, along with a short form checklist which could be used for less detailed examination. The systems examined were CCC, CCP, ClassWorks, PLATO, and WICAT. A program using each of the systems was visited, the system was examined in depth, and users of the system were interviewed. The results of these examinations are contained in this report.

(*)SA-1102

INNOVATIVE USE OF LIVE INTERACTIVE TELEVISION FOR DELIVERY OF ADULT EDUCATION INSTRUCTION

The purpose of this project was to use live interactive television for the delivery of General Educational Development (GED) instruction. The Interactive Instructional Television Network of the Region IV Service Center broadcast instruction to five pilot sites. The instruction focused on five academic areas which were essential components in preparing adults for the GED Test. The final report, which lists the five objectives and

(Innovative Use of Live Interactive Television for Delivery of Adult Education Instruction, Continued)

accomplishments of the project, provides the reader with an understanding of the process used to implement the project. Video tapes of the lessons are available from the Region IV Education Service Center.

Available from:

Mitchell Hall
Director, Adult Education
Region IV Education Service Center
P.O. Box 863
Houston, TX 77001
(713) 462-7708

Cost: Contingent upon availability; in any case, limited to cost of reproduction

INTERACTIVE TELEVISION: TEACHERS' MANUAL

This is a guide to developing and implementing an inservice program for adult basic education staff. Since the guide was developed from an actual demonstration project, it is written from a practical view point. The guide defines interactive television, discusses how the video and audio components work, and explains how to plan and implement an inservice program using interactive television. A bibliography and a glossary of terms are also included.

Available from:

Murray State Continuing Education
Third Floor
Sparks Hall
Murray State University
Murray, KY 42071
1-800-669-7654

Cost: Approximately $25.00

A LANGUAGE EXPERIENCE APPROACH FOR COMPUTER-AIDED INSTRUCTION IN A VOLUNTEER-TAUGHT, COMMUNITY-BASED ADULT LITERACY PROGRAM

The Center for Literacy implemented this project to adapt computer software and tutor training methods for the Language Experience approach and to implement computer-assisted instruction in community-based learning centers and business sites for adult literacy. One product of this project was a curriculum guide to be used by trained tutors who teach on a one-to-one basis. The guide can be used with any make or model computer as long as a word processing program is available.

Available from:

The Center for Literacy, Inc.
Business Office
636 South 48 Street
Philadelphia, PA 19143
(215) 474-1235

Cost: $1.50 for shipping and handling

LEARNING FOR LIVING

Learning for Living was developed by the School District of Greenville County, Greenville, S.C. The purpose of this project was to provide basic educational skills to those adults functioning on or below the fourth grade level through the use of commercial television instruction. Learning for Living consists of 160 videotaped lessons and accompanying workbooks for use in ABE classes. The lessons deal with topics such as: life coping skills, reading, writing, and survival math.

Available from:

SCETV
2712 Millwood Avenue
Columbia, SC 29250
Attn: Ruth Marshall

Cost:
1-20 sets - $16.00 per set
21-50 sets - $14.00 per set
51-99 sets - $12.00 per set
100+sets - $ 8.00 per set
Set of Videotapes $2,489.40 (includes 1 set of workbooks)

LEARNING WITH COMPUTERS: IMPLEMENTATION OF AN INTEGRATED LEARNING SYSTEM FOR COMPUTER ASSISTED INSTRUCTION (CAI)

The Windham School System in Huntsville, Texas, developed and installed an integrated learning system in three prison adult education programs. From this experience, the project staff wrote a manual for other adult education programs that are considering using such a "stand alone" computer system. The manual contains a variety of educational, technical, and practical factors that should be considered in deciding if an integrated learning system would be beneficial.

(*)SA-1104

(**)MODEL FOR IMPLEMENTING TECHNOLOGY IN THE ADULT BASIC EDUCATION CURRICULUM

This manual provides adult educators with a step-by-step process to guide their decision-making concerning computer assisted instruction programs for teaching basic skills. The manual includes all the materials necessary to implement the model, including forms, tutorial diskettes, overhead transparencies and other necessary documents for use with IBM compatible computers.

(*)SA-1106

OREGON/WASHINGTON ADULT BASIC SKILLS TECHNOLOGY CONSORTIUM SOFTWARE BUYER'S GUIDE: 1991 EDITION

This guide assesses software that was used in most cases by adult learners at the local program level for at least six weeks in Oregon and Washington. Software initially rated from good to excellent was further verified by an advisory team composed of practitioners selected by their State ABE Directors for their expertise in technology and in basic skill instruction. The guide contains a list of evaluated software that indicates the curriculum area of the software, the rating it received, its intended instructional level, and its cost. There is also a matrix of featured software and a resource guide that includes a glossary of terms, a section on the most often asked questions about hardware, a list of publishers, and an annotated reference to periodicals that discuss technology and its applications to adult basic skills.

Available from:

ABLE Network
1701 Broadway, 2SP112
Seattle, WA 98122

Cost: $8.OO

PROJECT READY (Reading to Educate and Develop Yourself)

Project READY designed, developed, and evaluated adult literacy instructional software using new technologies such as interactive videodisc, digitized audio, and CD-ROM. The project developed three adult literacy products: The Learning Style survey interactive videodisc, The READY Course and The New Reader Bookstore.

Available from:

Interactive Knowledge, Inc.
P.O. Box 560865
Charlotte, NC 28256
(704) 549-9646

Cost: Price list available from Interactive Knowledge

(**)PROJECT RIRAL/TELECOMMUNICATIONS: GED VIDEOTAPES

The Rhode Island Rural Adult Literacy Project developed 21 two-hour Videotapes of live teaching sessions which used the GED-ON-TV program produced by Kentucky Educational Television. The teaching sessions include a review of the academic skills to be demonstrated or discussed during each GED-ON-TV program, a review of the materials to be used, and the pre-teaching of any new or difficult concepts. The tapes also include the "on-air" answers to questions from adult learners.

Available from:

Arthur Mossberg
Director
Rhode Island Regional Adult
Learning Center
57 Division Street
Manville, Rhode Island 02852
(401) 762-3841

Cost: $250 per set

A TRAINING MANUAL FOR THE IMPLEMENTATION OF COMPUTER-ASSISTED ADULT LITERACY DEVELOPMENT PROGRAMS

This manual was developed by The Temple University Center for Research in Human Development and Education to assist literacy providers in implementing individually tailored literacy programs for adults. The program is designed with an adaptive instructional approach which uses classroom instruction, small groups, individual tutoring and computer assisted instruction. The major focus is to train literacy providers in integrating a computer assisted instruction component into the adult literacy program.

Discussed in the manual are topics such as: Awareness workshops, planning for implementation and technical assistance, delivery of literacy training, assessment of program implementation, and documentation/evaluation of training.

(*)SA-1103

(**)USING SHAREWARE IN ADULT EDUCATION

The Tri-County Opportunities Industrialization Center, Inc. reviewed 43 pieces of shareware to determine its instructional quality and appropriateness for adult learners. A manual was compiled to assist instructors in selecting shareware. Each shareware package includes: subject area, description of the content, the evaluation summary, applicability to adult learners, hints to teachers, ordering information, and information on how to use the shareware package.

Available from:

AdvancE Resource Center
Pennsylvania Department of Education
Division of Adult Education
333 Market Street
Harrisburg, PA 17126-0333
(717) 783-9192

Cost: Free of charge

VOLUNTEERS IN ADULT EDUCATION

CALL (COMPUTER ASSISTED LITERACY FOR LIBRARIES) - BASIC READING FOR ADULTS

A manual entitled "Basic Reading for Adults" was developed by the Las Vegas-Clark County Library District as supplemental materials for volunteer tutors to work with adults who read below the sixth grade level. Lessons plans are included with objectives and suggested reading activities. Topics of interest are oral reading, instructional reading, sentence structure, word patterns, teaching strategies and computer assisted instruction.

(*)SA-1201

AN EXPERIENTIAL WHOLE-LANGUAGE INSERVICE WORKSHOP FOR ADULT LITERACY TUTORS AND LEARNERS

This tutor-learner workshop, developed by the Center for Literacy in Philadelphia, was designed to provide support to volunteer tutors of literacy and their adult learners. The workshop consists of a series of three two-hour sessions and provides for whole-language reading and writing instruction and collaborative learning accessible to participants through hands-on experience. A bibliography and sample workshop agendas are included.

(*)SA-1204

A HANDBOOK FOR COORDINATORS OF VOLUNTEER LITERACY PROGRAMS

The Handbook, develop at the University of New Mexico, is designed to assist ABE literacy volunteer coordinators in organizing a literacy volunteer program. The Handbook is divided into seven topic areas. the first topic, "Organizing Your Program," emphasizes the importance of having a specific plan and goal. Other topics included are recruitment, training, materials, record keeping, program completion, and recognition.

(*)SA-1200

(**)TEACH THEM TO USE IT SO THEY DON'T LOSE IT

The Adult Literacy Center of Lehigh Valley in Pennsylvania developed a tutor training manual for those teaching workforce literacy in community colleges and public schools. This booklet was designed so that tutors may become adept in using the functional context approach. This method is to encourage adults to learn literacy skills from specific everyday tasks that can be

(Teach Them to Use It so They Don't Lose It, Continued)

later transferred to general learning situations. The manual is divided into three sections: (1) Project Report, (2) Training Manual, and (3) Tutor Handbook.

(*)SA-1205

TEACHING LITERACY: HANDBOOK FOR PROGRAM COORDINATORS, TEACHERS, VOLUNTEERS, AND TRAINERS

The North Harris Community College staff developed a Handbook for adult literacy programs. The Handbook presents a framework for providing instruction to adults who need reading skills. It also serves as a base on which adult literacy instructors can build and refine their own instructional strategies. Topic addressed in the Handbook include: the history of literacy, theoretical views of reading, factors that affect comprehension of text materials, the volunteer movement, the role of volunteers, tutor training, and information about community linkages.

Available from:

Bonnie Longnion
North Harris Community College
200 Lingwood Drive
Kingwood, TX 77339
(713) 359-1660

Cost: Free of charge

A VOLUNTEER TUTORING PROGRAM IN READING FOR ADULTS

The project developed and implemented a tutor training program to provide tutoring services to persons who are below the ninth grade level and trained volunteers to work with program participants. Materials include a **Blueprint for Tutoring Adult Readers**, a curriculum Plan, and videotapes designed to help

tutors in the instructional areas of sight vocabulary, word analysis, comprehension, and language experiences. The project was conducted at Drake University, Des Moines, Iowa.

(*)SA-1203

Also available from ERIC, Order No. ED 295128

WORKPLACE LITERACY/WORKFORCE LITERACY

ADMINISTERING AND IMPLEMENTING ADULT CAREER COUNSELING SERVICES IN COMPREHENSIVE PUBIC ADULT AND CONTINUING EDUCATION PROGRAMS IN NEW YORK STATE

This manual provides information to adult program managers on "how to" expand services in a comprehensive manner. Its counseling process supplemented by individual counseling activities and coordinated with other group processes such as life skills, intake, and academic counseling activities.

The manual is divided into four sections: Section one outlines procedures for establishing and managing adult career counseling service; Section two discusses counseling adults in career transition; Section three reviews the role of the counseling staff; Section four describes procedures and materials for conducting a career seminar.

Available from:

ERIC Document Reproduction Service
7420 Fullerton Road, Suite 110
Springfield, VA 22153-2852
1-800-443-3742
(703) 440-1400

Order No. ED 268321

BASIC SKILLS IN THE WORKPLACE: MODEL GUIDE, PHASE II

The guide is a supplement to the original **Practical Guide for Development and Implementation, Model Guide, Phase I**. Phase I of the project focused on designing a system for ABE expansion into the workplace. **Model Guide, Phase II** is the result of the continuation and expansion of the pilot project entitled, "pre-technical Workplace Initiative" awarded to the Parkway Area Adult Basic Education Program, St. Louis, Missouri. Phase II goals were to expand the number of workplace sites to include six new sites that would serve those employees who needed to upgrade their educational skills.

Model Guide, Phase II contains examples of letters, forms, surveys, articles, assessments, evaluations, statistics, partnership agreement, individual learning plans, functional context materials, advisory meetings agendas, and minutes for designing a workplace basic skills programs.

(Basic Skills in the Workplace, Continued)

Available from:

Donna Burk, Director
Pre-Technical Workplace initiative Project
Parkway Area Adult Basic Education Program
12657 Fee Fee Road
Creve, Coeur, MO 63146
(314) 469-8534

Cost: $4.50 (mailing cost)

BASIC SKILLS IN THE WORKPLACE: PRACTICAL GUIDE FOR DEVELOPMENT AND IMPLEMENTATION PHASE I

The guide, developed by the Parkway Area Adult Basic Education Program in Creve Coeur, Missouri, is the result of the "Pre-Technical Workplace Initiative Project." It was designed to help ABE program directors work with business and industry in improving the educational levels of their employees. Essential steps for establishing effective business and education partnerships are described.

Available from:

Donna Burk, Director
Pre-Technical Workplace Initiative Project
Parkway Area Adult Basic Education Program
12657 Fee Fee Road
Creve Coeur, MO 63146
(314) 469-8534

Cost: $3.00 (mailing cost)

(**)THE BURKE MILLS WORKPLACE BASIC SKILLS PROJECT

This project was designed by the Western Piedmont Community College in North Carolina to upgrade workers' basic skills in order to keep pace with technology. It provides a curriculum model for workplace basic skills, matching the CASAS competencies with job competencies and providing a descriptive list of CASAS competencies. It also illustrates that a mandatory program can be effective, depending on the company and environment, and shows the importance of partner commitment.

(*)SA-1317

(**)CHANGING COUNSELORS INTO EDUCATIONAL CLIENT MANAGERS

The profile and curriculum plan were developed using the DACUM process by the Capitol Regional Education Council Workplace Adult Literacy Center in Hartford, Connecticut. The materials are designed to provide a training/retraining outline for use in hiring new staff or evaluating the potential of current staff to fill the Educational Client Management Trainer position. The job description and four-part curriculum guide, which includes training modules on "Creating a Data Bank of Community Services", "Tracking Learner Progress", "Learner Counseling", and "Learner Referral", provides a model for other programs interested in replicating this position and its functions.

(*)SA-1325

THE CLASSROOM GOES TO WORK

The Asian Association of Salt Lake City, Utah, a community based organization, and Detroit Diesel, a business employing adults with limited English Skills, developed a handbook for use in a workplace literacy partnership project. This handbook was designed to (1) upgrade the basic skills of adult workers in accordance with changes in workplace requirements and technology advances, and (2) improve the competency of adult workers in speaking, listening, reasoning, and problem solving skills. Sample workplace and English as a Second Language (ESL) materials are included in the appendices.

(*)SA-1314

COMMERCIAL DRIVER'S LICENSE BASIC SKILLS ENHANCEMENT TRAINEE AND TRAINER'S MANUALS

Jefferson County Public Schools Adult Education Unit, Louisville, Kentucky, wrote and field tested a workplace literacy curriculum to help truck drivers improve their basic skills in order to pass the federally mandated Commercial Driver's License Examination. The information in the Trainee's manual was taken from the Kentucky Commercial Driver's License Manual. Teaching practices for basic skills are combined with work site observations, assessment, and evaluation. The workplace artifacts (manuals, forms, etc.) used in the curriculum are generic in content for commercial drivers.

The trainer's manual describes both a process for conducting commercial driver license workplace literacy and contextual lessons to be used within the process. Assessments, worksheets, and information sheets correspond to the lesson plans in the curriculum.

(Commercial Drivers License Basic Skills Enhancement, Continued)

Available from:

Janet Steffens
Specialist for Workplace Education
Adult Education
Jefferson County Public Schools
3670 Wheeler Avenue
Louisville, KY 40215
(502) 473-3400

Cost: Trainee Manual $14 (reproduction), $3.50 (Shipping and handling)
Trainer Manual $17 (reproduction), $5.00 (Shipping and handling)

CORE CURRICULUM: A WORKPLACE SPECIFIC CURRICULUM

This curriculum was developed by the School District of Greenville County, South Carolina to train adult educators to perform job task analyses. Job specific materials for use in the industries served by workplace programs are included in the curriculum. The curriculum can be adapted to other industries. In addition, there are thirteen units on such topics as "Taxes", "Computer Basics", "Problem Solving", "Interpersonal Relationships", and "Writing Skills."

Available from:

Ann Nickles
Office of Adult Education
Workplace Resource Center
206 Wilkins Street
Greenville, SC 29065

Cost: $15.00 (including shipping and handling)

EMPLOYABILITY: CAREER DEVELOPMENT FOR UNDEREDUCATED ADULTS IN ABE PROGRAMS

The "Career Development for Undereducated Adults" materials were prepared by the Portland Community College in collaboration with the Northwest Regional Educational Laboratory. The materials are designed to help adult basic education teachers build and assess student career development, occupational needs, and to link assessment to instruction. Higher level material is included in some cases when it is especially valuable as a resource. The materials are based on the Comprehensive Adult Student Assessment system (CASAS) list of Occupational Knowledge Competencies.

(Employability: Career Development for Undereducated Adults in ABE Programs, Continued)

Several noteworthy recommendations are included: (1) ABE programs should be encouraged to fund more staff development activities that involve working with and integrating instructional materials into the curriculum; (2) more instructional materials should be targeted to specific populations such as corrections, dislocated workers, and new job clients; and (3) materials should reflect current topics and situations appropriate for adults.

Available from:

Oregon Office of Community College Services
700 Pringle Parkway
Salem, OR 97310
(503) 378-8585

Cost: $15.00

GUIDELINES FOR IMPLEMENTING WORKPLACE LITERACY PROGRAMS

The Texas North East Independent School District Community Education Program developed a handbook with guidelines for implementing workplace literacy programs. The guidelines reflect problem solving, networking, instructional design strategies, marketing, program design, and evaluation measures used in meeting the needs and objectives of business, industry, workforce, and the community. The appendices include sample marketing, needs assessment, partnership agreements, recruiting, and evaluation materials.

(*)SA-1302

IMPROVING WORKPLACE LITERACY THROUGH COMMUNITY COLLABORATION

This workbook, developed by the National Institute for Work and Learning for the Maryland Adult Education Program, contains a series of practical exercises. It is designed to help a group move from identification of issues related to workplace literacy through the development of action plans in the course of a one-day workshop. A Workshop Leader's Guide is also available.

(Improving Workplace Literacy Through Community Collaboration, Continued)

Available from:

Academy for Educational Development
NIWL
1255 23rd Street, N.W.
Suite 400
Washington, D.C. 20037
(202) 862-8845

Cost: Workbook (45 pages) is $6.00 each/$45.00 for 10.
Leader's Guide (65 pages, plus overhead masters) $12.50.

THE JOB CLUB AND LITERACY EDUCATION PROGRAM MANUAL

Job Club and Literacy Education is a validated New York State program designed to provide basic education skills, job search skills, and job finding skills to the chronically unemployed and the dislocated worker receiving welfare benefits. The manual is divided into two sections. Section one provides an overview of how to establish and manage a Job Club and Literacy Education program. Section two describes how to recruit individuals for the basic skills and Job Club components of the program. Originally funded under the Federal Adult Education Act, this program is now being funded by the State Welfare Program.

Available from:

ERIC Document Reproduction Service
7420 Fullerton Road, Suite 110
Springfield, VA 22153-2852
1-800-443-3742
(703) 440-1400

Order No. ED 290831

LEARNING FOR EARNING: A BASIC SKILLS AND EMPLOYABILITY TRAINING MANUAL FOR ADULT STUDENTS

This manual, developed at the Lutheran Settlement House Women's Program, Philadelphia, Pennsylvania, addresses communication and other interpersonal skills as well as academic skills through a series of readings involving job situations. The stories in the manual relate experiences of adult students. The accompanying exercises encourage other adults to solve actual on-the-job difficulties while developing their reading, numeracy, and interpersonal skills.
(*)SA-1304

(**)FOR THE COMMON GOOD: A Guide for Developing Local Interagency Linkage Teams

The two reports supplement the "Ohio at Risk" report already available through **Special Answers**. This joint project of the Ohio Department of Education, the Ohio Department of Human Services, and the Ohio Bureau of Employment Services was designed to address the need for interagency collaboration in order to provide more effective delivery of services in the State.

The **Local Interagency Linkage Team Follow-up Report** documents the activities of 28 local linkage teams over a two-year period, and includes conclusions and recommendations.

For the Common Good is a 42-page resource guide to assist local communities in developing effective collaborative interagency linkage teams, based on the experiences and examples resulting from the demonstration project. The guide includes a detailed six-step outline of the implementation process, an action plan form, and a reference list for additional information.

(*)SA-1319

A MANUAL FOR UNION - MANAGEMENT EDUCATIONAL PARTNERSHIPS

This manual, developed by District 1199C Training and Upgrading Fund, Philadelphia, Pennsylvania. It is written for programs located in a unionized workplace setting. Topics in the manual include: determining the need, arguments for a formal partnership, and learner-focused training. In addition, types of training, cost of training, curriculum content, recruitment, evaluation, and sources of funding are discussed.

(*)SA-1305

OHIO AT-RISK LINKAGE TEAM PROJECT

This Resource notebook describes activities that are needed to begin writing an action plan to develop linkages between educators and human services staff at the local level. These activities include an analysis of an at-risk linkage survey results, a workshop for local linkage teams, and the identification of exemplary local linkages.

The targeted audience is recipients of the Job Opportunities and Basic Skills (JOBS) Program and the Learning, Earning, and Parenting (LEAP) Program.

(*)SA-1307

(**)PARKWAY AREA ADULT BASIC EDUCATION PRE-TECHNICAL WORKPLACE INITIATIVE

The Parkway Area Adult Basic Education Program developed the two practical guides based on a workplace partnership conducted with area health care, business, and industry organizations. The guides are to be used as resources for organizations wishing to implement an on-site program which meets the worker's need for basic skills and literacy training workers in preparation for technical skill upgrades.

The first, **Practical Guide for Development and Implementation**, is a 100-page manual covering manual use, background and results of the Parkway project, as well as Essential Steps (Start-up, Records and Reporting), Staffing, Business/Education Partnerships (Initial Contact, Planning, Task Analyses, Financial Agreements, and Advisory Committees), Site Selection and Set-up, Materials, Assessment, Teacher/Tutor Training, Marketing and Evaluation.

The second, **Model Guide, Phase II**, is a 150-page supplement containing examples of letters, forms, surveys, articles, assessments, evaluations, statistics, partnership agreement, individual learning plans, functional context materials, advisory meeting agendas and minutes that were developed and used in the Parkway project. The materials are to be used as additional aids in implementing the phases described in the **Practical Guide**.

Available from:

Parkway Area Adult Basic Education Program
12657 Fee Fee Road
Creve Coeur, MO 63146
(314) 469-8534

Cost: Guide $5.00
Guide Phase II $6.50

PARTNERS IN LITERACY: A WORKPLACE LITERACY RESOURCE GUIDE

The Guide, developed by the Florida Literacy Coalition, is designed to promote workplace literacy partnerships between literacy providers and public/private employers. There are six sections in the Guide. Section one includes resource materials on performing a literacy audit, setting goals, and evaluating workplace literacy programs. Curriculum development activities are presented in Section two. Section three has sample activities and Section four presents Florida statistics. Section five has a summary of Workforce 2000 and Section six concludes with a Directory of Literacy Providers and Resources.

(*)SA-1306

(**)PREPARING HEALTH CARE WORKERS FOR THE YEAR 2000

The Philadelphia Hospital and Health Care-District II99C Training and Upgrading Fund project objectives were to produce, through a union-management partnership composed of the National Union of Hospital and Health Care Employees, the AFL-CIO and employers in Southeastern Pennsylvania: an educational assessment survey for health care workers; a workplace literacy needs assessment survey for health employers; curricula to upgrade skills of workers in two health care industry service areas, and training in two 100-hour courses for targeted workers. A booklet describing project results was developed.

Available from:

Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, PA 17126-0333
and
AdvancE Resource Center
Pennsylvania Department of Education
333 Market Street, 11th Floor
Harrisburg, PA 17126-0333
(717) 783-9192

Cost: Free of charge

(**)PROCEDURES TO ASSESS WORKPLACE LITERACY TRAINING NEEDS

A procedural manual was developed by the Minnesota Teamsters Service Bureau in Minneapolis. This manual contains step-by-step strategies for analyzing workplace literacy training needs through collaborative union, business, Adult Basic Education (ABE), and worker partnerships. The manual stresses the critical importance of worker involvement in all aspects of program development from initial planning to the eventual delivery and evaluation of training. It also addresses the following steps in developing high quality and cost effective training programs: (1) establishing the foundation for collaboration; (2) assessing workplace literacy training needs; (3) designing workplace literacy training programs; and (4) assuring meaningful worker participation. It is intended for use by any group or organization interested in establishing workplace literacy training programs.

(*)SA-1320

PROCEEDINGS OF THE FLORIDA WORKPLACE LITERACY CONFERENCE

This publication includes the major points presented at the Workplace Literacy Conference held in conjunction with the Florida Literacy Conference in March, 1991, in Jacksonville. The conference centered around a proposed model focusing on partnership agreements between business and industry and local adult education providers. Included in this publication are topics on "Why and How to develop Literacy Programs in the Workplace", "Selling the Concept/Identifying partners", "Designing Partnership Agreements", "Literacy Task Analysis", "Curriculum Development/Adaptation Based on Literacy Task Analysis", and Do's and Don'ts for Programs." In addition, there are samples of brochures, flyers, advertisements, and print media promotions; assessment instruments and educational services agreements; and forms for workplace literacy programs. Trends for workplace literacy programs are placed in the Annotated Bibliography of Workplace Literacy Publications.

(*)SA-1312

(**)READING, WRITING AND CRITICAL THINKING FOR SECOND-LEVEL EMPLOYEES IN SMALL AND MID-SIZED BUSINESSES

This project, conducted by the Adult Literacy Center of Lehigh Valley in Allentown, Pennsylvania identified essential vocabulary, reading comprehension, math, writing and critical thinking skills for 29 second-level jobs in the Commonwealth of Pennsylvania, in selected occupations. Literacy audits and task analyses were performed and instructional modules produced for the fields of Light/Industrial Machine Operation, Health Care, Food Preparation, Hotel/Hospitality, and Housekeeping/ Maintenance. The report provides skills and vocabulary specific to each occupational area, tasks common to several areas, sample instructional techniques, and sample activities applied to work-related materials. The report is to be used as a resource guide for projects wishing to develop a cooperative training program in response to the needs of small and mid-sized businesses.

(*)SA-1321

(**)SKILLS AND KNOWLEDGE IN LIFELONG LEARNING

The SKILL Final/Procedural Report describes the implementation and operation of a workplace training partnership between Vance-Granville Community College and an area roofing manufacturer, the CertainTeed Corporation in Oxford, North Carolina. The workplace program, including literacy requirements and curriculum plans, was designed in coordination with a Focused Industry Training program being established at the partner company. The final report provides suggestions for maintaining a successful program, as well as sample materials for Program Development, Curriculum Development, Job Task Analysis, Marketing/Promotion, and Evaluation.
(*)SA-1322

TOOLS OF THE TRADE

The Mifflin County Community Project in Pennsylvania was undertaken to offer comprehensive job search assistance to adult basic education students in the form of career awareness workshops. The workshops covered the following topics: completing job applications, writing resumes, filling out skill cards, interviewing for a job, analyzing the job market, following up on job leads, networking, and making direct contact with employers. The project's report contains many of the materials used during the workshops, including materials dealing with employer expectations, job objectives, skills identification, paper skills (pocket resumes, applications, skill cards, letter-writing guidelines, and resumes), phone contacts, interviewing, and follow up. A 90-item bibliography concludes the document.

Available from:

ERIC Document Reproduction Service
7420 Fullerton Road, Suite 110
Springfield, VA 22153-2852
1-800-443-3742
(703) 440-1400

Order No. ED 289064

WHAT WORKS! GUIDELINES FOR WORKPLACE SKILLS ENHANCEMENT PROGRAMS

This handbook, developed by the South Carolina Office of Adult Education, Florence School Districts 2, 3, 4, and 5. It is designed for adult educators to use in establishing a successful workplace skills enhancement program at business and industry program sites.

The handbook describes how to plan, design, implement, maintain, and evaluate successful programs. Several fact sheets are included in the appendix on writing brochures and support letters, building the curriculum, and determining student cost per class. In addition, cooperative agreements, literacy audit, recruitment techniques, and program evaluation are addressed.

(*)SA-1308

WINNING THE RACE AGAINST TECHNOLOGY: IMPLEMENTING LITERACY PROGRAMS IN THE WORKPLACE

This manual describes how a partnership between Comal, Guadalupe, and Kendall counties adult education co-ops and Motorola, Inc. in Seguin, Texas was planned and implemented. Topics in the manual include **Getting Started, Selling Your Organization, and Designing a Program Specific to the Needs of the Company**. In addition, recruiting and assessing

(Winning the Race Against Technology, Continued)

participants are discussed. Sample participant and instructor evaluation forms are provided. Challenges such as determining assessment instruments and making class schedules are discussed.

(*)SA-1313

(**)THE WORKER'S COOPERATIVE

The Norris Square Civic Association in conjunction with **The Center for Literacy** community organization in Philadelphia, Pennsylvania initiated a neighborhood-based construction company to provide basic skills, vocational skills, and employment to neighborhood residents. Course design, curriculum development, training and production of a manual (in English and Spanish) on the subject of worker cooperatives attempts to provide ESL/literacy training, and to encourage knowledge and proficiencies necessary to allow the community to manage the construction company as a worker-owned cooperative.

(*)SA-1323

(**)WORKFORCE GADSDEN: BRIDGING THE GAP

The "Workforce Gadsden" Project established a partnership between the Gadsden County, Florida School System's Adult and Community Education Program and the County Chamber of Commerce, to provide workplace literacy training to small and medium-sized businesses and governmental departments. The final report provides examples of products (including business and industry needs analysis surveys, a marketing/informational pamphlet, lists of materials sent to area businesses, Advisory Council minutes, publicity, etc.) used to promote community awareness of the need for work-related basic skills training. The report also discusses the practices (key partnership and program components such as staff development and support services, an evaluation of project objectives and outcomes, etc.) used to provide technical assistance and training to address these needs.

(*)SA-1324

WORKFORCE LITERACY FOR HOTEL/MOTEL WORKERS

Polk County School District staff in Florida developed this project to help Adult Basic Education (ABE) and English for Speakers of Other Language (ESOL) students with their job-related and language skills. A learning unit is provided for three occupational areas: Housekeepers, Groundkeepers, and Food Service Workers. Tasks are related to general and job related information, effective oral communication, and following written directions.

A Training Manual was also developed which includes sections on: Exploration, Negotiation, Implementation, and Appendices.

(Workforce Literacy for Hotel/Motel Workers, Continued)

(*)SA-1315
(*)SA-1316 - Training Manual

(**)WORRKPLACE EDUCATION: SPECIAL TOPICS

The Tuscarora Intermediate Unit's Adult Education and Job Training Center developed a six-part motivational workshop series to enhance work-related basic skills training. The final report includes curriculum materials, instructional guides, and resource lists for the areas of stress management, communication skills, workplace diversity, assertiveness, job success and computer literacy.

Available from:

AdvancE Resource Center
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333
(717) 783-9192

Cost: Free of charge

Also available from ERIC, Order No. ED 352541

WORKPLACE LITERACY: MODEL COOPERATIVE INDUSTRIAL LITERACY PROJECT HANDBOOK AND EVALUATION REPORT

This handbook, developed by Caldwell Community College in North Carolina describes the steps used in developing a workplace literacy program between Broyhill Furniture Industries, and the Caldwell Community College and Technical Institute. Program design, preparation, implementation, evaluation, and guidelines for replication are some of the topics listed in the handbook. In addition, the handbook is accompanied by a project evaluation report which incudes such topics as evaluation of student progress, student gains, and the program implementation model. Specific objectives, procedures, findings, and recommendations are also examined in the evaluation report.

(*)SA-1310

WORKPLACE LITERACY: A RESOURCE GUIDE

This publication was compiled at Florida Atlantic University to provide guidelines, models, and appropriate resource materials to adult education agencies and employers who desire to plan or implement a workplace literacy program.

A summary of results from Florida Workplace Literacy Programs, and a discussion on how to develop a workplace literacy program is included. In addition, an annotated Bibliography of Resources is provided that is organized into four categories: Trends, Model programs, Resources, and Teaching strategies. The appendices include a workplace literacy fact sheet and a workplace literacy survey instrument.

(*)SA-1309

WORKPLACE LITERACY: WORKPLACE TECHNICAL ASSISTANCE PROGRAM (WORKTAP) HANDBOOK

WORKTAP was developed at the Institute for the Study of Adult Literacy at Pennsylvania State University. It is a technical assistance service program designed to train adult education providers, literacy service providers, and business and industry organizations to develop and implement workplace literacy programs. Initiating and establishing workplace literacy needs, developing job specific basic skills instruction, and implementing effective workplace literacy programs are some of the topics discussed in this handbook.

(*)SA-1311

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